



2006–07 Accountability Progress Reporting System

2007 Adequate Yearly Progress Report

Information Guide

August 2007

**Prepared by the
California Department of Education**

Available online at <http://www.cde.ca.gov/ayp/>

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Preface

The 2007 Adequate Yearly Progress (AYP) Report will be released to the public on the California Department of Education (CDE) Web site on August 31, 2007, at <http://www.cde.ca.gov/apr/>.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their accountability programs to meet federal requirements of Title I of the No Child Left Behind (NCLB) Act of 2001. The guide explains the background and calculation of the 2007 AYP reports.

The AYP results are part of the 2006–07 Accountability Progress Reporting (APR) system that reports both state and federal accountability results. The 2006–07 APR system includes the 2006 Base Academic Performance Index (API) Report, released in March 2007, and the 2007 Growth API Report, 2007 AYP Report, and 2007–08 Program Improvement (PI) Report, all of which are released in August 2007.

For AYP reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools also are considered LEAs under state definitions but must meet requirements and timelines that apply to schools for API and AYP purposes.)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in administering accountability requirements in an LEA or school. The guide should be used in conjunction with academic accountability information provided on the APR Web site shown in the box at the top of this page.

The guide is divided into two parts:

- The first part encompasses **New Information** that summarizes what is new with the 2007 AYP reports. This section is aimed at readers who are generally familiar with AYP calculations and reports and need to know only the latest news about AYP.
- The second part covers **Background Information** that provides more specific information about the calculation and requirements of the AYP and types of AYP information produced. This section is aimed at readers who are unfamiliar with the basic method of AYP calculation and reporting.

The **Appendixes** are provided at the end of the guide to describe technical details and references related to the 2007 AYP Report. The appendixes include a listing of CDE contacts and Internet sites as well as a glossary of terms and acronyms.

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New Information

Highlights of the 2007 AYP Reports

Future Accountability Issues

Accountability Reporting Timeline

Highlights of the 2007 AYP and 2007–08 PI Reports

California's 2007 Adequate Yearly Progress (AYP) and 2007–08 Program Improvement (PI) reports are to be posted on the California Department of Education (CDE) Web site on August 31, 2007, at <http://www.cde.ca.gov/apr/>. The reports show the results for schools, local educational agencies (LEAs), and the state in meeting federal Title I accountability requirements of the No Child Left Behind (NCLB) Act of 2001. The reports are based on results of 2007 statewide testing and comprise part of the 2006–07 Accountability Progress Reporting (APR) system.

2007 AYP Calculation and Accountability Workbook Revisions

No Changes in Targets for 2007

The 2007 AYP calculations are based on the same basic methodology as the calculations used for the 2006 AYP reports. The targets for 2007 AYP are the same as those used for 2006 AYP. Targets will increase for the 2008 AYP calculations. The target structure for each AYP requirement is shown on pages 13 to 15.

The 2007 AYP reports are based on statewide testing in 2007, regardless of whether or not school districts are making changes in demographic data through the test publisher. LEAs have the opportunity to make changes within the annual data review process during August through October. For more information on the data review and correction process, contact the Academic Accountability Unit (AAU) at (916) 319-0863 or by e-mail at aau@cde.ca.gov.

Changes to the Accountability Workbook

Although the basic methodology for the 2007 AYP is unchanged, several minor revisions have occurred as a result of 2007 changes to California's Accountability Workbook. All changes are effective for the 2007 AYP results and are not retroactive to the 2006 AYP results.

The standard procedure for amending the Accountability Workbook is for the State Educational Agency (SEA) to submit proposed amendments annually to the United States Department of Education (ED) for review. State law specifies that the State Board of Education (SBE) is the designated SEA for all federal programs. The SBE approved and submitted a package of Accountability Workbook amendments to the ED in 2004, 2005, 2006, and again in 2007. Each year following a period of negotiation, the ED approved an amended California Accountability Workbook. This section summarizes the proposed changes for 2007 which were approved by the

ED in July 2007. The Accountability Workbook for 2007 AYP calculations include the following changes:

■ **Extension of Transitional Flexibility for Students with Disabilities for Math**

California will continue to apply transitional Option 1 from the flexibility granted by the ED on May 10, 2005, for the students with disabilities (SWD) subgroups **for the mathematics percent proficient calculations only**. The option enables the CDE to adjust SWD mathematics proficiency levels by 20 percent in 2007 when determining AYP for LEAs or schools. It applies only to LEAs and schools that did not make AYP in mathematics solely because of assessment results for the SWD subgroup. The option will **not** be applied to SWD proficiency levels for English-language arts (ELA).

In 2005 and 2006, the SBE had requested Option 1 flexibility for both ELA and mathematics because the California Modified Assessment (CMA) had not been established, and the ED approved the request. Since the CMA is still under development, the SBE again requested an additional one-year interim flexibility in making AYP determinations for 2007 AYP. The ED did not approve this request, however, because the state's participation rate for SWD in ELA was below the 95 percent minimum requirement.

■ **Inclusion of Scores in SWD Subgroup**

The CDE will include the scores in the SWD subgroup of students who were previously identified under Section 602(3) of the *Individuals with Disabilities Education Act* (IDEA) but who are no longer receiving special education services for up to two years after exiting these services. These students, however, will not count in determining whether or not the SWD subgroup is numerically significant for the school or LEA.

The final federal regulations on Title I accountability for SWD, published on April 9, 2007, would permit this flexibility. It is similar to the flexibility already granted to California with respect to the English learner subgroup and the reclassified fluent-English-proficient (RFEP) students. (See "Numerically Significant Subgroups" on pages 32 through 34.)

LEA Responsibilities for PI Schools

Information on the PI status of a school or an LEA is included in the August 31, 2007, release. LEAs have the primary responsibility to identify PI schools, to notify parents and guardians of students enrolled in the school of the school's PI status, and to implement required services. More information about LEA responsibilities for PI schools can

be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp> or from the Title I Policy and Accountability Office at (916) 319-0854.

Changes to PI status may occur during the school year as a result of the data review and correction processes. Some schools or LEAs may be identified for PI after the August 31, 2007, release. This may occur in October 2007 or February 2008 when updates of the 2007 AYP and 2007–08 PI reports are scheduled for release. In these cases, the school or LEA must immediately implement the required PI activities. If the school or LEA does not make AYP in 2008, it will advance to the next year of PI in the 2008–09 school year.

2007 AYP Appeals

All schools and LEAs have the opportunity to appeal their 2007 AYP results. Specific information on the grounds for appeal as well as appeal procedures were sent to schools and LEAs in August 2007. The deadline for appeals is September 17, 2007. For further information about AYP appeals, refer to the “AYP Appeals Process” on page 38.

Future Accountability Issues

Targets Will Increase for 2008 AYP

AYP targets have been level at two time intervals between 2002 and 2007. Beginning in 2008, however, targets will increase yearly until 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom.)

All AYP targets for 2002 through 2014 are shown on pages 13 through 15 of this guide and are provided in a slideshow format on the CDE Web site at <http://www.cde.ca.gov/ayp/>.

Accountability Reporting Timeline

August 2007

The data review process for local educational agencies (LEAs) to examine California High School Exit Examination (CAHSEE) data. LEAs can make changes to demographic data during August and October.

The 2007 Growth Academic Performance Index (API), 2007 Adequate Yearly Progress (AYP), and 2007–08 Program Improvement (PI) reports are posted on the Accountability Progress Reporting (APR) system Web site at <http://www.cde.ca.gov/apr/>.

September 2007

The data review process for LEAs to examine Standardized Testing and Reporting (STAR) Program data. LEAs have the opportunity to make changes to demographic data through the test publisher through the end of October. For more information on the data review and correction process, contact the Academic Accountability Unit (AAU) at (916) 319-0863 or by e-mail at aaucde@cdedoe.org.

School Accountability Report Card (SARC) template with data is provided to school districts.

The appeals deadline of the 2007 AYP results is September 17.

October 2007

LEAs to notify AAU if they will have STAR Program or CAHSEE demographic data changes through the test publisher.

Revised 2007 Growth API, 2007 AYP, and 2007–08 PI reports to be updated to incorporate STAR Program data changes for late-testing LEAs, CAHSEE data corrections made in August, appeal and exception decisions, and California Alternate Performance Assessment (CAPA) reallocations related to the 1.0 percent cap for LEAs.

LEAs to notify test publisher if they have STAR Program or CAHSEE demographic data changes.

November 2007

Evaluators' meeting scheduled for school district and county office of education staff.

February 2008

Final 2007 Growth API, 2007 AYP, and 2007–08 PI reports to be posted on the APR system Web site. These reports will reflect final data corrections made through the test publisher.

March 2008

2007 Base API reports to be posted on the APR system Web site at <http://www.cde.ca.gov/apr/>.

May 2008

Evaluators' meeting scheduled for school district and county office of education staff.

Background Information

I. Federal Accountability: Adequate Yearly Progress

What Is AYP?

AYP Criteria

Numerically Significant Subgroups

Alternative Methods

AYP Appeals Process

Charter Schools

CAPA in AYP and API

What is AYP?

Adequate Yearly Progress (AYP) is a series of annual academic performance goals established for each school, local educational agency (LEA), and the state as a whole. AYP is required under Title I of the federal No Child Left Behind (NCLB) Act of 2001. States commit to the goals of NCLB by participating in Title I, a program under NCLB that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in English-language arts and mathematics, as determined by state assessments, by 2014.

No Child Left Behind Act

Title I

Title I of the NCLB Act established a new definition of AYP for all schools, LEAs, and the state, beginning with the 2002–03 school year.

Schools, LEAs, and the state must meet all AYP criteria in order to meet federal NCLB accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to those schools and LEAs that receive Title I funds. Schools and LEAs that receive federal Title I funds face NCLB Program Improvement (PI) requirements if they do not meet AYP criteria.

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years. More information about PI is on pages 43 to 50.

The NCLB Act contains four education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents or guardians, and an emphasis on scientifically-based effective teaching methods. This information guide describes California's implementation of the first principle under Title I of the NCLB. More information about NCLB is located on the United States Department of Education (ED) Web site at <http://www.nclb.gov> and on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/nclb/>.

Title III

Title III of the NCLB Act provides supplemental funding to LEAs to implement programs designed to help English learners (ELs) and immigrant students attain English

proficiency and meet the state's academic and content standards. Title III requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students' developing and attaining English proficiency
- Include a third AMAO relating to meeting AYP for the EL subgroup at the LEA level
- Hold LEAs accountable for meeting the three AMAOs (NCLB Section 3122)

This guide does **not** contain specific information about NCLB Title III accountability. For information about Title III accountability requirements under NCLB, contact the CDE's Language Policy and Leadership Office at (916) 319-0845 or go to the CDE Web site at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.

California's Accountability Workbook

The importance of stronger accountability was emphasized by the federal requirement for states to complete an Accountability Workbook as the first component of its Consolidated State Application. In January 2003, the CDE submitted its Accountability Workbook to the ED. The workbook describes California's plan for complying with the assessment and accountability requirements of NCLB. Its development was based upon a series of action items adopted by the State Board of Education (SBE). The ED approved California's workbook in June 2003.

Each year since 2003, the SBE has approved and submitted a package of workbook amendments to the ED. Following a period of negotiation, the ED approved an amended Accountability Workbook for California in 2004, 2005, 2006, and 2007. Information provided in the 2007 AYP reports and this information guide reflects additional workbook revisions. A copy of the amended workbook is available on the CDE Web site at <http://www.cde.ca.gov/nclb/index.asp>.

AYP Criteria

California's Definition of AYP

The NCLB Act requires that schools, LEAs, and the state meet certain AYP requirements.

Using the framework established by NCLB, each state defines its own specific criteria for determining AYP. As required by NCLB, the ED must approve the specific criteria in each state's Accountability Workbook. To comply with NCLB, California adopted AYP criteria for 2007 that were approved by the ED in July 2007 in its Accountability Workbook.

Under NCLB criteria, schools and LEAs are required to meet or exceed criteria annually in the following four areas in order to make AYP:

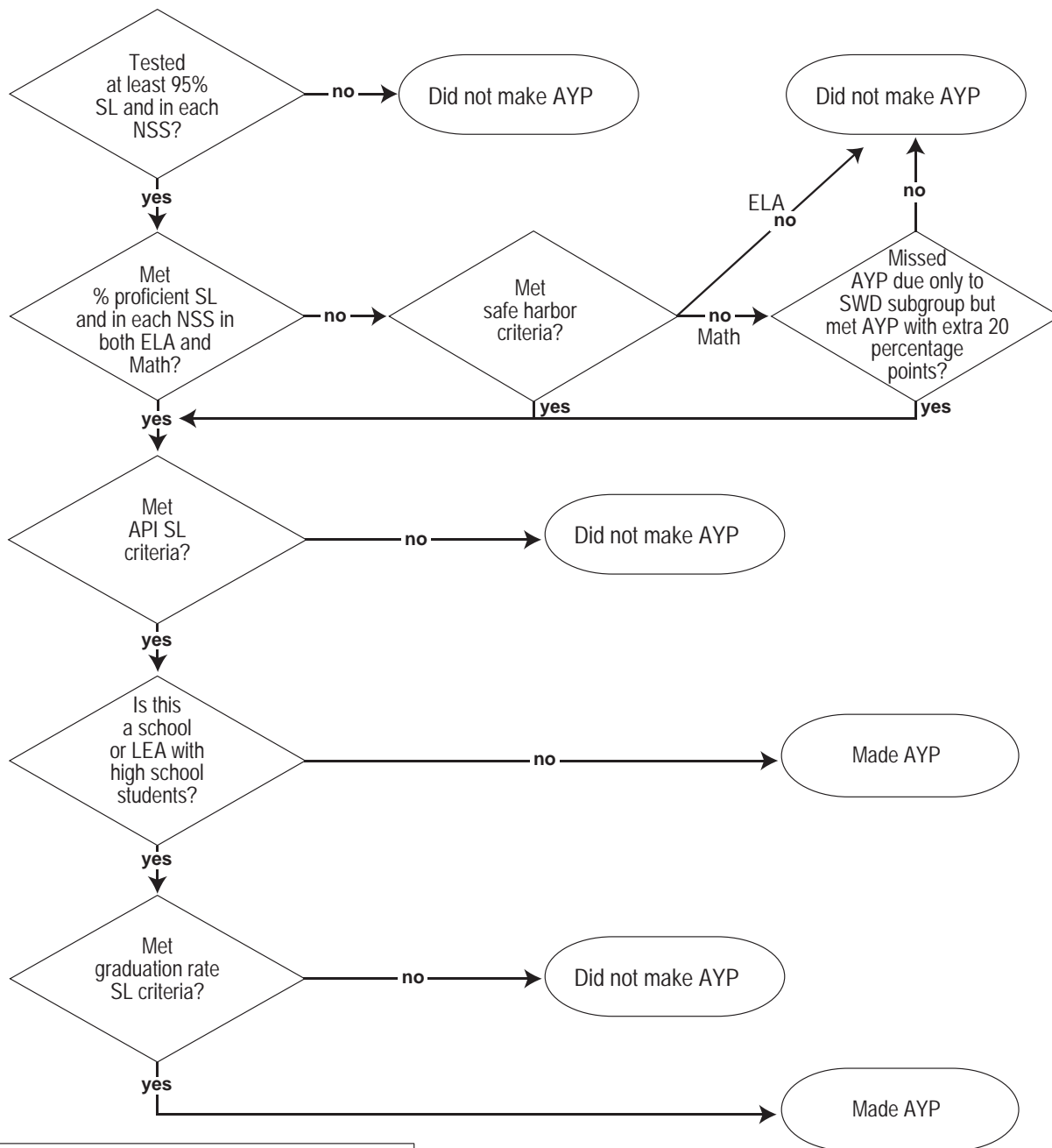
- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—Annual Measurable Objectives (AMOs)
- Requirement 3: API as an Additional Indicator
- Requirement 4: Graduation Rate

These four areas are described in detail in this “AYP Criteria” section of the guide. Requirements 1 and 2 apply at the school, LEA, and subgroup levels. Requirements 3 and 4 apply only at the school and LEA levels, unless safe harbor criteria are used. Safe harbor is a provision for meeting AYP without meeting the AMOs, as described in the “Safe Harbor” section (see pages 29 to 31). If a school, LEA, or subgroup misses any one criterion of AYP, the school or LEA does not make AYP and could be identified for Program Improvement (PI). Potentially, a school or LEA may have up to 46 different criteria to meet in order to make AYP. Criteria for PI identification are described on pages 43 to 50.

2007 AYP Criteria Flow Chart

This chart illustrates the process of determining whether a school or LEA makes AYP.

School or LEA

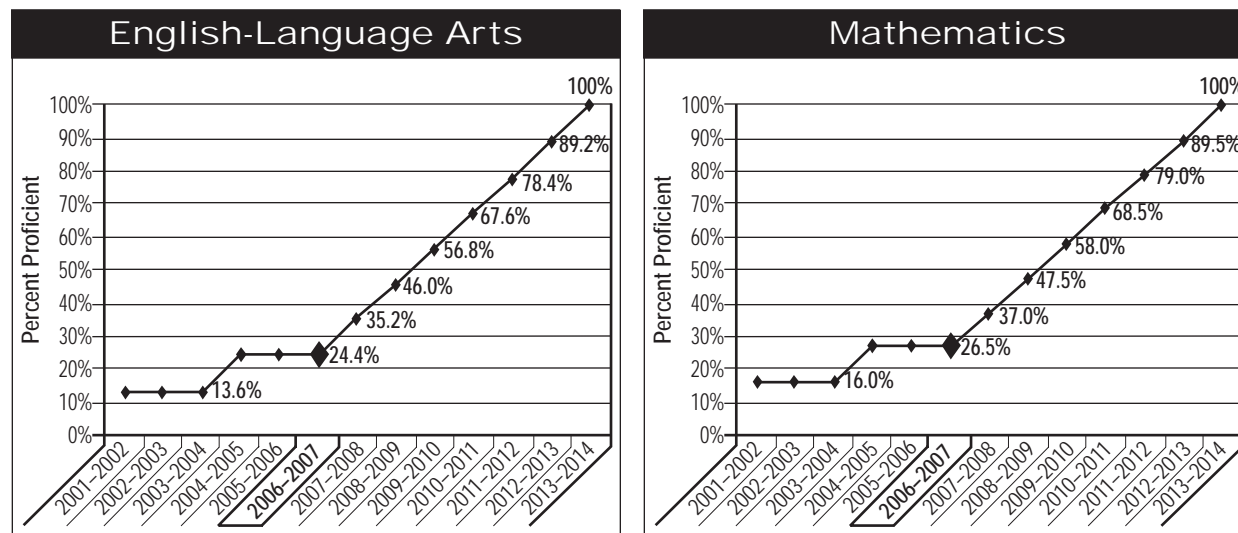


API = Academic Performance Index
AYP = Adequate Yearly Progress
ELA = English-language arts
LEA = Local educational agency
 (School district or county office of education)
NSS = Numerically significant subgroup
SL = Schoolwide or LEA-wide
SWD = Students with disabilities

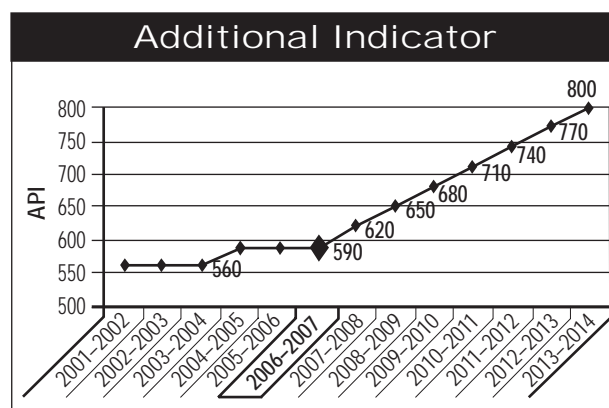
AYP Targets, 2002–2014

Elementary Schools, Middle Schools, and Elementary School Districts

- Participation Rate – 95% (schoolwide/LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives (AMOs)¹ (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)



A local educational agency (LEA) is a school district or county office of education.

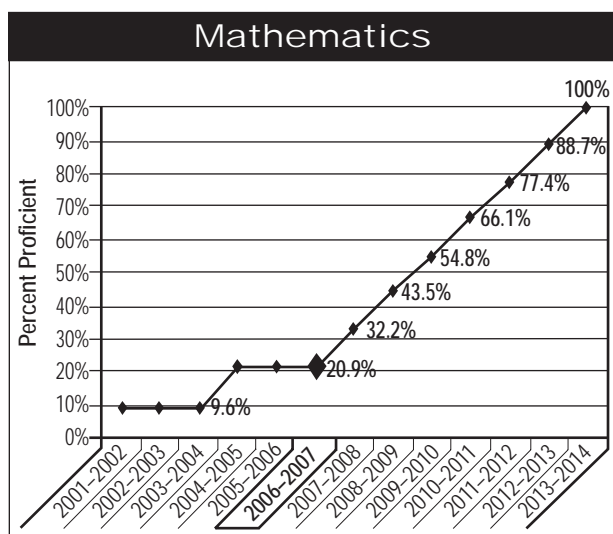
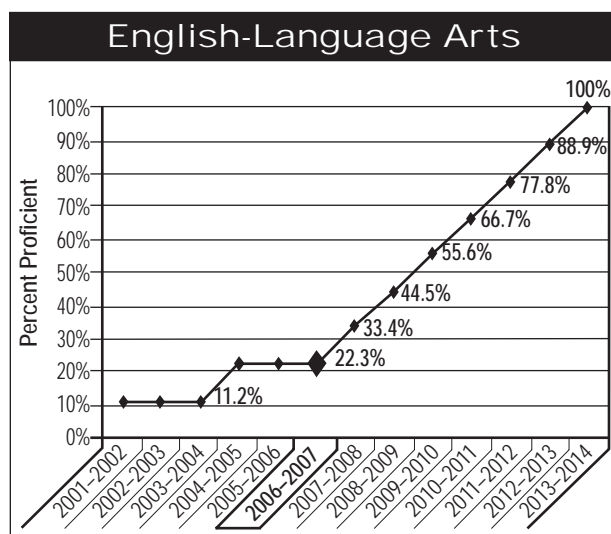
¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

AYP Targets, 2002-2014 (continued)

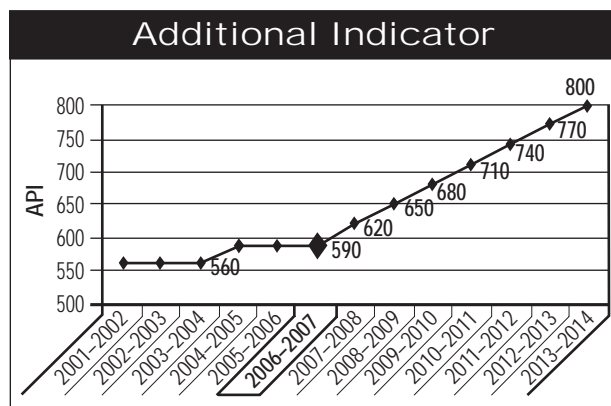
High Schools and High School Districts

(with students in any of grades nine through twelve)

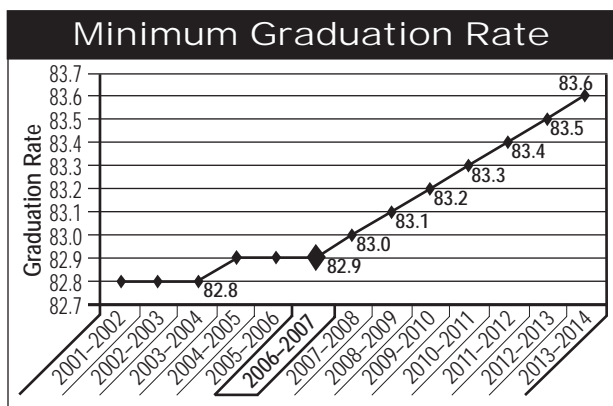
- Participation Rate – 95% (schoolwide/LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives (AMOs)¹ (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)



- Minimum graduation rate OR improvement of at least 0.1 from the previous year's rate OR improvement in the rate of at least 0.2 in the average two-year rate (schoolwide/LEA-wide)



A local educational agency (LEA) is a school district or county office of education.

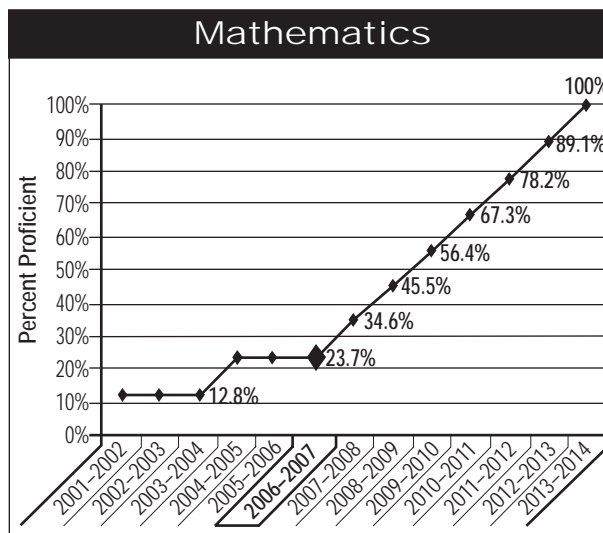
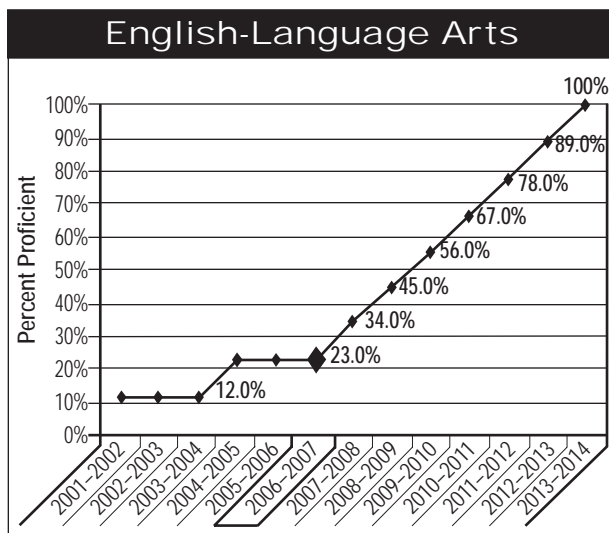
¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

AYP Targets, 2002-2014 (continued)

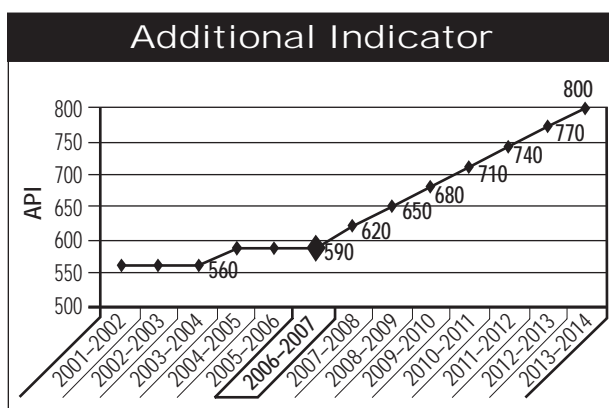
Unified School Districts, High School Districts, and County Offices of Education (COEs)

(with students in any of grades two through eight and nine through twelve)

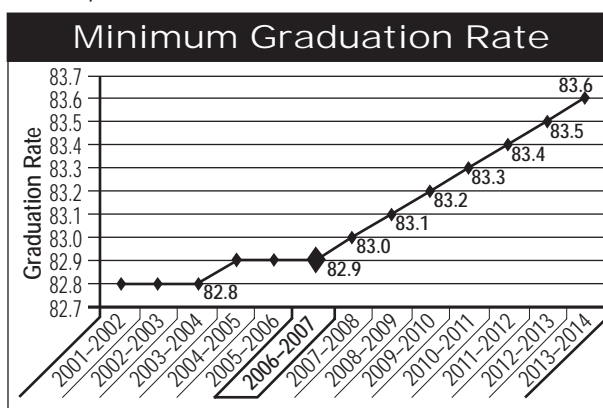
- Participation Rate – 95% (LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives¹ (AMOs) (LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (LEA-wide)



- Minimum graduation rate OR improvement of at least 0.1 from the previous year's rate OR improvement in the rate of at least 0.2 in the average two-year rate (LEA-wide)



A local educational agency (LEA) is a school district or county office of education.

¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

Assessments Used in 2007 AYP Calculations

NCLB mandates that all students tested on statewide assessments in English-language arts (ELA) and mathematics perform at the proficient level or above on these assessments by 2014. The following table lists the content areas and grade levels of the assessments used in determining the participation rate and the percent at or above the proficient level for 2007 AYP.

2007 Standardized Testing and Reporting (STAR) Program

- California Standards Tests (CSTs)
 - The California English-Language Arts Standards Test (CST in ELA), grades two through eight, including a writing assessment in grades four and seven
 - The California Mathematics Standards Test, grades two through eight
 - The California Alternate Performance Assessment (CAPA) in English-language arts and mathematics, grades two through eight and ten

2007 California High School Exit Examination (CAHSEE)

- The CAHSEE, administered in February and March 2007 (and May for makeup exams), grade ten
The CAHSEE has two separate parts, ELA and mathematics.

2007 Adequate Yearly Progress Criteria Summary

The following two tables summarize the AYP criteria for 2007. The first table displays the standard criteria for most schools, and the second table displays the criteria for a small school, LEA, or subgroup.

2007 AYP Targets, Standard Criteria

These criteria apply to schools, LEAs, and numerically significant subgroups that have **at least** 100 students enrolled on the first day of testing and/or **at least** 100 valid scores. Subgroups are excluded from requirements 3 and 4.

Type of School or LEA	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient on Statewide Assessments (AMOs)	Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate Indicator
Elementary Schools Middle Schools Elementary School Districts	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 24.4% Math: 26.5%	590 API or 1 point growth	N/A
High Schools High School Districts (with students in any of grades 9–12)	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 22.3% Math: 20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
Unified School Districts High School Districts County Offices of Education (with students in any of grades 2–8 and 9–12)	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 23.0% Math: 23.7%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change

NOTES:

- LEA = School district or county office of education
- API = Academic Performance Index
- AMOs = Annual Measurable Objectives
- ELA = English-language arts
- Not all schools contain grades or results for each AYP requirement, and alternative methods are applied in some cases to ensure that all schools and LEAs receive an AYP report. These methods and codes are described in the "Alternative Methods" section on pages 35 through 37.

2007 AYP Targets, Small School/LEA/Subgroup Criteria

These criteria apply to schools, LEAs, and numerically significant subgroups that have **fewer than 100** students enrolled on the first day of testing and/or **fewer than 100** valid scores. Subgroups are excluded from requirements 3 and 4.

Size of School, LEA, or Subgroup	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments	Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate
51–99 students	ELA: 95% Math: 95% (rounded UP to nearest whole number)	For a school or LEA: Confidence Interval Adjusted AMO Table (see page 23) For a numerically significant subgroup: ¹ Standard Criteria (see previous table on page 17)	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
50 students	Must test at least 47 students	For a school or LEA: Confidence Interval Adjusted AMO Table (see page 23) For a numerically significant subgroup: ¹ Standard Criteria (see previous table on page 17)	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
11–49 students	N/A	For a school or LEA: Confidence Interval Adjusted AMO Table (see page 23) For a numerically significant subgroup: ¹ N/A	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
Fewer than 11 students	N/A	For a school or LEA: Confidence Interval Adjusted AMO Table (see page 23) For a numerically significant subgroup: ¹ N/A	Confidence Interval Adjusted API Table (see page 24)	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change

NOTES:

- LEA = School district or county office of education
- API = Academic Performance Index
- AMOs = Annual Measurable Objectives
- ELA = English-language arts
- Not all schools contain grades or results for each AYP requirement, and alternative methods are applied in some cases to ensure that all schools and LEAs receive an AYP report. These methods and codes are described in the "Alternative Methods" section on pages 35 through 37.

¹ The numerically significant subgroup is within a school or LEA that has at least 100 valid scores. If the school or LEA has fewer than 100 valid scores, none of the subgroups are considered numerically significant, and Requirement 2 would not apply.

Requirement 1: Participation Rate

NCLB requires a 95 percent participation rate in the percentage of students taking statewide assessments in order to make AYP. This requirement is applied separately for schools, LEAs, and numerically significant subgroups for each content area (ELA and mathematics).

Students who are absent from testing due to a significant medical emergency are excluded from the participation rate. (Student records marked as “not tested due to significant medical emergency” will not be counted for or against the school or LEA in the participation rate.) English learners during their first year of enrollment in United States schools are counted in the participation rate but are not included in the count of valid scores for the AYP percent proficient requirement. (See “English Learners First Enrolled in United States Schools” on page 33.)

If the school or LEA has 100 or more students enrolled on the first day of testing, the participation rate is calculated for subgroups that are numerically significant. A numerically significant subgroup for participation rate calculations is defined as having 100 or more students enrolled on the first day of testing **or** 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total student population. If the school or LEA has fewer than 100 students enrolled on the first day of testing, none of the subgroups are considered numerically significant. Schools where LEA data are used to determine percent proficient or above level (i.e., use of pair and share alternative method) do not have a participation rate calculation. (For information on alternative methods, see “Alternative Methods” on pages 35 to 37.)

A two-year and a three-year average participation rate will be considered for schools, LEAs, and subgroups that have not met the 2007 participation rate criteria using a one-year formula. Averages are determined by aggregating enrollments over two or three years. First, the one-year participation rate is calculated. **This is the only rate that is printed on all reports.** The method of rounding the one-year rate varies according to the number of students enrolled on the first day of testing. If a school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the one-year rate calculation, the two-year participation rate is calculated. If the school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the two-year rate calculation, the three-year participation rate is calculated. If a school, LEA, or subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the “Alternative Method” column on the report.

2007 Participation Rate, Standard Criteria

A participation rate of 95 percent, rounded to the nearest whole number, is required of a school, LEA, or numerically significant subgroup with 100 or more students enrolled on the first day of testing.

2007 Participation Rate, Small School/LEA/Subgroup Criteria

For small schools, LEAs, and subgroups, alternative criteria are applied. If the school or LEA has 49 or fewer students enrolled on the first day of testing, the participation rate requirement does not apply. If the school, LEA, or subgroup has 50 students enrolled on the first day of testing, at least 47 students must be tested to meet the participation rate criterion. If the school, LEA, or subgroup has between 51 to 99 students enrolled on the first day of testing, the participation rate requirement is 95 percent, rounded **up** to the nearest whole number.

Requirement 2: Percent Proficient – Annual Measurable Objectives

NCLB mandates that all students perform at the proficient or above level on state assessments in ELA and mathematics by 2014. California's Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments used for AYP. The AMOs rise almost every year so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient or above level.

Students who are absent from testing due to a significant medical emergency are excluded from the percent proficient calculations. (Student records marked as "not tested due to significant medical emergency" are not counted for or against the school or LEA in the percent proficient.) **If a school or LEA does not make AYP in 2007 solely due to its students with disabilities (SWD) subgroup not making the AMO in mathematics, 20 percentage points are added to the school's or LEA's percent proficient or above in mathematics for the SWD subgroup.**

If the school or LEA has 100 or more valid test scores, the percent proficient is calculated for subgroups that are numerically significant. A numerically significant subgroup for percent proficient calculations is defined as having 100 or more students with valid scores **or** 50 or more students with valid scores who make up at least 15 percent of the total valid scores. If the school or LEA has fewer than 100 valid scores, none of the subgroups are considered numerically significant.

A two-year and a three-year average percent at the proficient or above level will be considered for schools, LEAs, and subgroups that have not met the 2007 AMOs using a one-year formula. Averages are determined by aggregating results over two or three years. First, the one-year percentage is calculated. **This is the only percentage that is printed on all reports.** If a school, LEA, or subgroup does not meet its AMO target using the one-year method, the two-year method is used. If the school, LEA, or subgroup does not meet its AMO target using the two-year method, the three-year method is used. If a school, LEA, or subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the Alternative Method column on the report.

2007 Percent Proficient, Standard Criteria

The following table shows California's 2007 percent proficient standard criteria for schools or LEAs with at least 100 valid test scores or for numerically significant subgroups. It is important to note that the percent proficient criteria for schools in a unified school district differ from the school district's criteria. The percent proficient criteria for the state are the same as for a unified school district.

2007 Percent Proficient, Standard Criteria

Standard Criteria (School or LEA has at least 100 valid scores; subgroup has at least 50 valid scores.)	Percent Proficient or Above On the CST, CAHSEE, and CAPA for 2006	
	English-Language Arts	Mathematics
Schools		
Elementary and Middle Schools	24.4	26.5
High Schools	22.3	20.9
LEAs		
Elementary School Districts	24.4	26.5
High School Districts (with grade levels 9–12)	22.3	20.9
Unified School Districts, High School Districts, and COEs (with grade levels 2–8 and 9–12)	23.0	23.7

Note: COEs = county offices of education.

2007 Percent Proficient, Small School/LEA Criteria

All schools and LEAs receive an AYP report, including those in the Alternative Schools Accountability Model (ASAM), small schools, small school districts, and small county offices of education. Schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. For numerically significant subgroups with 51–99 valid scores, the standard criteria for AMOs are used, as shown in the table above. For a numerically significant subgroup with 50 valid scores, the confidence interval methodology is used. Subgroups with 49 or fewer valid scores are not numerically significant, and AMOs would not apply.

The table on page 23 shows the number of scores a school or LEA needs at the proficient or above level in order to meet the adjusted AMO criteria for 2007. The table was generated by using the standard error of the proportion to construct a confidence interval around the school's observed proportion ("proficient or above"), based on a 99 percent confidence interval for each school. This confidence interval covers 2.33 stan-

dard deviation units above and below the school's observed proportion. If the percent proficient falls within this range, it cannot be considered statistically different enough from the school's observed proportion; therefore, the school scored high enough to meet the AMO. The percent proficient has been converted into the number of proficient or above scores to facilitate the use of the table. Finally, the table has been adjusted to smooth the transition at the upper range of valid scores so that there is not an abrupt jump in the percent proficient targets when moving from 99 to 100 valid scores.

Confidence Interval Adjusted AMO Table

To use the table, determine the number of valid scores available in a content area. Then reference the appropriate percent proficient, or AMO criteria, at the top of the table to determine the number of scores at or above the proficient level that are needed to meet the criterion. Refer to page 21 for the appropriate percent proficient for your school or LEA.

Number of Valid Scores	Percent Proficient (AMO) Criteria					
	20.9%	22.3%	23.0%	23.7%	24.4%	26.5%
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	0	0
15	0	0	0	0	0	1
16	0	0	0	0	0	1
17	0	0	0	0	1	1
18	0	0	1	1	1	1
19	0	1	1	1	1	1
20	1	1	1	1	1	1
21	1	1	1	1	1	1
22	1	1	1	1	1	1
23	1	1	1	1	1	2
24	1	1	1	1	1	2
25	1	1	1	1	2	2
26	1	1	2	2	2	2
27	1	2	2	2	2	2
28	1	2	2	2	2	2
29	2	2	2	2	2	3
30	2	2	2	2	2	3
31	2	2	2	2	2	3
32	2	2	2	2	3	3
33	2	2	2	3	3	3
34	2	2	3	3	3	3
35	2	3	3	3	3	4
36	2	3	3	3	3	4
37	3	3	3	3	3	4
38	3	3	3	3	4	4
39	3	3	3	4	4	4
40	3	3	4	4	4	5
41	3	3	4	4	4	5
42	3	4	4	4	4	5
43	3	4	4	4	4	5
44	3	4	4	4	5	5
45	4	4	4	5	5	5
46	4	4	4	5	5	6
47	4	4	5	5	5	6
48	4	4	5	5	5	6
49	4	5	5	5	5	6
50	4	5	5	5	6	6

Number of Valid Scores	Percent Proficient (AMO) Criteria					
	20.9%	22.3%	23.0%	23.7%	24.4%	26.5%
51	4	5	5	5	6	7
52	5	5	5	6	6	7
53	5	5	6	6	6	7
54	5	5	6	6	6	7
55	5	6	6	6	6	7
56	5	6	6	6	7	8
57	5	6	6	7	7	8
58	5	6	6	7	7	8
59	6	6	7	7	7	8
60	6	6	7	7	7	8
61	6	7	7	7	8	9
62	6	7	7	7	8	9
63	6	7	7	8	8	9
64	6	7	7	8	8	9
65	6	7	8	8	8	9
66	7	7	8	8	8	10
67	7	7	8	8	9	10
68	7	8	8	8	9	10
69	7	8	8	9	9	10
70	7	8	8	9	9	10
71	7	8	9	9	9	11
72	8	8	9	9	10	11
73	8	8	9	9	10	11
74	8	9	9	9	10	11
75	8	9	9	10	10	11
76	8	9	9	10	10	12
77	8	9	10	10	10	12
78	8	9	10	10	11	12
79	9	9	10	10	11	12
80	9	10	10	11	11	12
81	9	10	10	11	11	13
82	9	10	10	11	11	13
83	9	10	11	11	12	13
84	9	10	11	11	12	13
85	10	10	11	11	12	13
86	10	11	11	12	12	14
87	10	11	11	12	12	14
88	10	11	12	12	13	15
89	10	11	12	13	13	16
90	11	12	13	14	14	17
91	12	13	14	15	15	18
92	13	14	15	16	16	19
93	14	15	16	17	17	20
94	15	16	17	18	18	21
95	16	17	18	19	19	22
96	17	18	19	20	20	23
97	18	19	20	21	21	24
98	19	20	21	22	22	25
99	20	21	22	23	23	26
100	21	22	23	24	24	27

Requirement 3: API as an Additional Indicator

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and LEAs. Progress on the API is defined differently for AYP requirements than for the state API requirements. A school or LEA that had its API invalidated also fails to make AYP.

2007 API as an Additional Indicator, Standard Criteria

Standard Criteria (School or LEA has at least 11 valid scores)	To meet API Additional Indicator requirements for the 2007 AYP:	School or LEA must: ■ Show growth of at least one point for 2006–07 OR ■ Have a 2007 Growth API of at least 590
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For example, a school with a Base API of 493 that grew to 494 on its Growth API would meet the criteria for the additional indicator under AYP. These requirements apply at the school and LEA levels but do not apply to subgroups.

2007 API as an Additional Indicator, Small School/LEA Criteria

Small schools and small LEAs with fewer than 11 valid scores have adjusted API criteria for AYP reporting. The following table shows the adjusted API criteria for 2007 AYP.

Confidence Interval Adjusted API Table

Small School and LEA Criteria (School or LEA has fewer than 11 valid scores.)	Number of Valid Scores	Minimum API
	10	448
	9	440
	8	431
	7	420
	6	406
	5	389
	4	365
	3	330
	2	272
	1	200

Note: For a school or LEA with fewer than 11 valid scores, APIs will not be shown on the report. However, whether or not the LEA or school met the API criteria is still printed.

Requirement 4: Graduation Rate

NCLB requires that the state use the graduation rate as an additional indicator for all schools and LEAs with high school students.

2007 Graduation Rate Criteria

To meet Graduation Rate Criteria for the 2007 AYP:	<p>School or LEA must:</p> <ul style="list-style-type: none"> ■ Option 1: Have a 2007 graduation rate of at least 82.9 OR ■ Option 2: Show improvement in the graduation rate from 2006 to 2007 of at least 0.1 OR ■ Option 3: Show improvement in the average two-year graduation rate of at least 0.2
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The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2007). On other California Department of Education reports, the graduation rate is defined as the school year of the graduating class (e.g., Class of 2005–06). Note that the AYP graduation rate data on the report are one year older than other data on the AYP report. These data are from the California Basic Educational Data System (CBEDS).

Calculating 2007 AYP Graduation Rate

The graduation rate calculation method for 2007 AYP is the same as the method used for 2006 AYP. California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (e.g., high school graduates who receive a diploma or other type of certificate of completion from high school) and high school dropouts, aggregated over a four-year period. Federal requirements define high school “completers” in the same way as high school “graduates” is defined in the CBEDS.

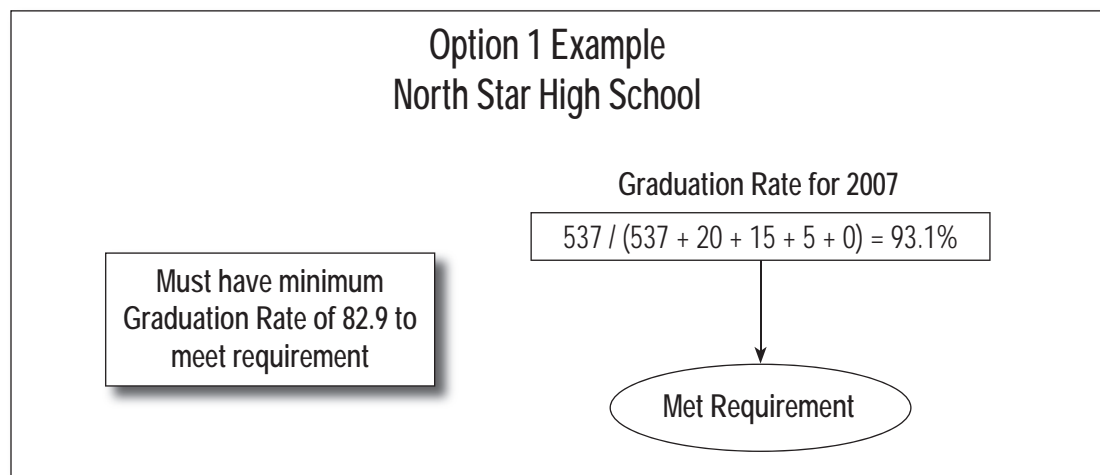
Four-Year Graduation Rate Formula for NCLB

$$\frac{\text{High School Graduates, year 4}}{[\text{High School Graduates, year 4} + (\text{Grade 9 Dropouts, year 1} + \text{Grade 10 Dropouts, year 2} + \text{Grade 11 Dropouts, year 3} + \text{Grade 12 Dropouts, year 4})]}$$

In this table, year 4 is the latest year, while year 1 refers to three years prior. For example, in the graduation rate for 2007, year 4 would be 2005–06 data, and year 1 would be 2002–03 data.

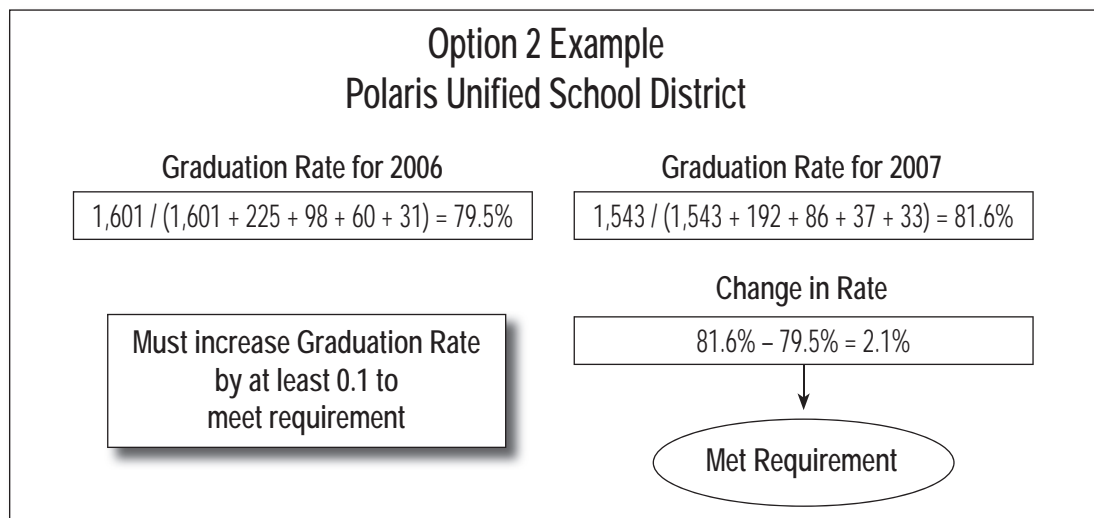
Three Options for Meeting 2007 AYP Graduation Rate Criteria

Option 1: Graduation Rate of 82.9 or Above



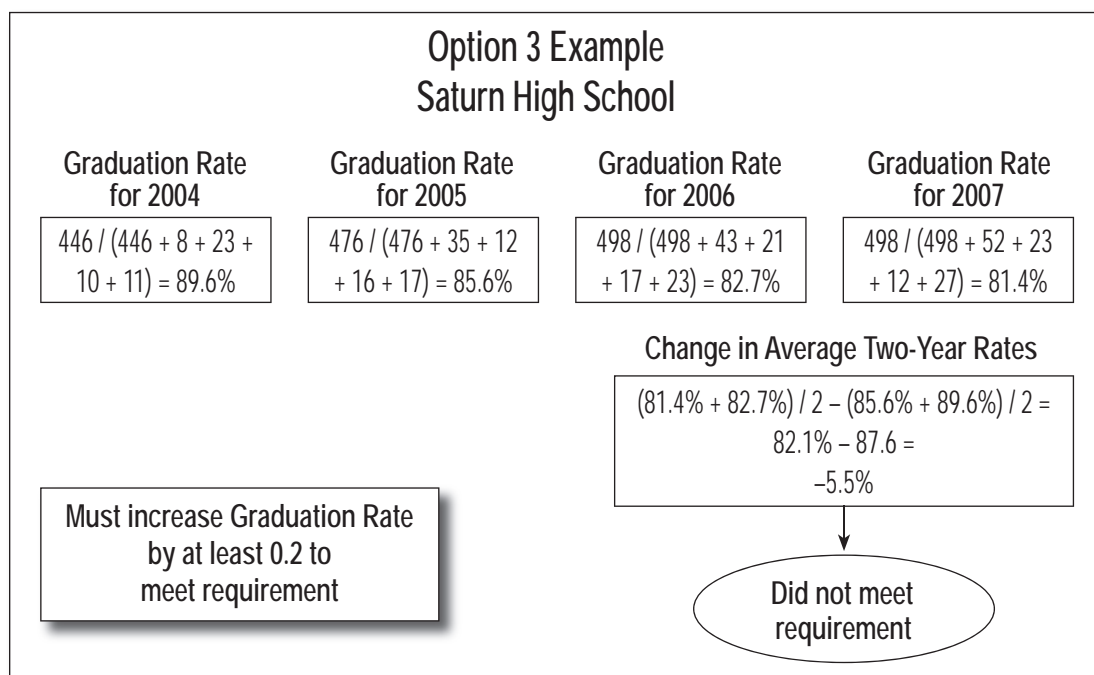
In the example in above, North Star High School met its 2007 AYP criteria for the graduation rate under Option 1 because the rate for 2007 was 93.1, which exceeds the minimum rate of 82.9.

Option 2: Gain in Rate of At Least 0.1



In the example above, Polaris Unified School District met its 2007 AYP criteria for the graduation rate under Option 2 because the rate change from 2006 to 2007 was 2.1, which exceeds the minimum requirement of a 0.1 gain.

Option 3: Gain in Two-Year Average Rate of At Least 0.2



In the example above, Saturn High School did not meet its 2007 AYP criteria for the graduation rate under Option 3 because the change in the average of the two-year rates was -5.5 , which does not meet the minimum requirement of a 0.2 gain.

Graduation Rate Using Alternative Methods

Comprehensive high schools and LEAs with appropriate dropout and graduation data have their 2007 graduation rates calculated using standard procedures.

In discussions with California, the ED has insisted that all high schools must have a graduation rate, even those without a graduating class. As a result, calculation of graduation rates for schools missing dropout data and graduation data requires alternative procedures. This usually occurs in two cases: (1) comprehensive high schools without appropriate data to calculate 2007 graduation rates or (2) high schools with the primary mission of returning students to the regular classroom in a comprehensive high school. The methods for these two cases are described in this section.

■ Traditional Comprehensive High Schools Without a Graduation Rate

The ED approved California's request to use a proxy graduation rate for traditional comprehensive high schools that have no graduation rate for 2007 AYP calculations. The proxy graduation rate provides additional flexibility in determining whether these schools meet the criteria for AYP.

The proxy graduation rate is calculated by first dividing the number of dropouts in all of the grades in the school (grades nine, ten, and eleven) by the enrollment in the same grades using available CBEDS dropout and enrollment data. This percentage is then multiplied by four if the school enrolls ninth graders only, by two if the school enrolls ninth and tenth graders only, or by 4/3 if the school enrolls ninth, tenth, and eleventh graders. The result approximates the percentage of students that would have dropped out if the school had enrolled students in all four grades (nine through twelve). This percentage is then subtracted from 100 to approximate the graduation rate for the school.

Example of Proxy Graduation Rate Calculation

Example: Mercury High School

In the first year of operation, this comprehensive high school enrolls ninth graders only. Each year it will add a grade. Therefore, it will not graduate students until its fourth year of operation. The ninth grade enrollment totals 300 students, five of whom drop out in the first year.

The proxy graduation rate for this school would be:

$$100\% - ((5/300 \times 100) \times 4) = 100\% - 6.6\% = 93.4\%$$

See also "Alternative Methods" on pages 35 to 37.

■ High Schools With a Primary Mission of Returning Students to a Regular Classroom Environment in a Comprehensive High School

High schools with a primary mission of returning students to a regular classroom environment in a comprehensive high school (e.g., alternative or continuation schools) have the following alternative methods used for determining the 2007 AYP graduation rate:

- For these high schools that are administered by an LEA, the CDE assigns the value of the LEA graduation rate.
- For these direct-funded charter high schools, the CDE assigns the graduation rate of the charter authorizer. In cases where the charter authorizer does not have a graduation rate, the countywide graduation rate of the county in which the school is located is assigned.
- For these high schools administered by county offices of education, the CDE assigns the county-wide graduation rate.

See also “Alternative Methods” on pages 35 to 37.

Safe Harbor

NCLB contains a “safe harbor” provision for meeting AYP in some circumstances. The safe harbor criteria are applied in the 2007 AYP reports scheduled for release on August 31, 2007. Safe harbor is an alternate method of meeting the AMOs if a school, LEA, or subgroup is showing progress in moving students from scoring below the proficient level to the proficient level or above on the assessments used to determine AYP. In the event that a school, LEA, or student subgroup does not meet its AMO criteria in either or both content areas, AYP may be achieved if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below the proficient level in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year.
- The school, LEA, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics.
- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had a Growth API of 590 or more.
- The school or LEA met graduation rate criteria, if applicable.

A confidence interval of 75 percent is applied to safe harbor calculations.

Example of Safe Harbor

In the example of safe harbor shown on the following page, the school shows five percent of its students scoring at the proficient level or above schoolwide in 2006 in ELA (shown as PP₀₆ in row D, column A).

In 2007, the school's percent at the proficient or above level in ELA increased to 13 percent (shown as PP₀₇ in row D, column B). Except for ELA, however, the school met all the other criteria for making AYP. (It made its AMO in mathematics, its API was above the target, and the 95 percent participation rate was met.)

The school would not ordinarily make AYP in 2007 because 13 percent is below the AMO of 24.4 percent for ELA. However, the school's **percentage at the below proficient level in ELA decreased by the safe harbor requirement of at least 10 percent with the 75 percent confidence interval adjustment** (shown in the calculation steps in rows E through I). The school, therefore, meets AYP according to safe harbor because the percentage of students below the proficient level decreased by at least 10 percent from the preceding school year in ELA, the content area in which AMO was not met, and it met its other AYP criteria.

The 75 percent confidence interval provides an extra margin of error in the calculations to enhance reliability in the determination of schools meeting safe harbor criteria.

The safe harbor calculations are applied to school and LEA reports but are not applied to LEA grade span reports used to determine if an LEA is identified for PI. (LEA grade span reports are described on pages 47 to 49 under the heading entitled "2007–08 PI Identification Criteria for Title I LEAs." An example of an LEA grade span report is shown on pages 61 and 62.)

Safe Harbor Example Elementary School

The school met its 2007 Annual Measurable Objective (AMO) in mathematics school-wide, but the school missed its 2007 AMO in English-language arts (ELA) schoolwide. Also in 2007, the school had at least a 95 percent participation rate for both ELA and mathematics and a 2007 Growth API of 600. The school had no numerically significant subgroups in either 2006 or 2007.

	2006 ELA A	2007 ELA B	Calculation C
A. Number Proficient or Above (NP)	10 (NP ₀₆)	26 (NP ₀₇)	
B. Number Below Proficient (NBP)	190 (NBP ₀₆)	174 (NBP ₀₇)	
C. Total Number of Valid Scores (TN)	200 (TN ₀₆)	200 (TN ₀₇)	
D. Percent Proficient or Above (PP)	5 (PP ₀₆)	13 (PP ₀₇)	(NP/TN) x 100
E. Percent Below Proficient (PBP) <i>The 2007 rate should decrease by at least 10 percent from the 2006 rate to meet Safe Harbor criteria.</i>	95 (PBP ₀₆)	87 (PBP ₀₇)	100 – PP
F. Maximum Percent Below Proficient (MPBP) <i>This is the maximum percent below proficient for 2007 to meet Safe Harbor criteria.</i>		85.5 (MPBP)	0.9 x PBP ₀₆
G. Minimum Percent Proficient for 2007 Safe Harbor (PPSH) <i>This is the minimum 2007 percent proficient or above necessary to meet Safe Harbor criteria in 2007.</i>		14.5 (PPSH)	100 – MPBP
H. 75% Confidence Interval (CI) <i>This is the extra margin of error provided to the 2007 percent proficient or above.</i>		1.99110572 (CI)	0.68 x SQRT (PP ₀₆ x PBP ₀₆ /TN ₀₆ + PPSH x MPBP/TN ₀₇)
I. 2007 Percent Proficient for 2007 Safe Harbor with 75 Percent Confidence Interval (PPCI) <i>If this rate is higher than the Minimum Percent Proficient for 2007 Safe Harbor (PPSH), the Safe Harbor criteria were met.</i>		14.9911057 (PPCI)	PP ₀₇ + CI If PPCI > PPSH, criteria met.

This school met the Safe Harbor criteria for the AMO in ELA because the 2007 Percent Proficient for 2007 Safe Harbor with 75 Percent Confidence Interval (14.9911057) is greater than the Minimum Percent Proficient for 2007 Safe Harbor (14.5 percent).

Numerically Significant Subgroups

AMO and participation rate criteria must be met in each content area (ELA and mathematics) at the school, LEA, and state levels **and** by each numerically significant subgroup at each of those levels. Reporting occurs for subgroups with at least 11 students enrolled on the first day of testing or 11 valid scores, but schools and LEAs are held accountable only for numerically significant subgroups.

Definitions of Subgroups Used in AYP

<p>A subgroup is “numerically significant” for AYP if it has:</p>	<p>Participation Rate (schools or LEAs with 100 or more students enrolled on the first day of testing)</p> <ul style="list-style-type: none"> ■ 100 or more students enrolled on the first day of testing <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total population <p>Percent Proficient (AMOs) (schools or LEAs with 100 or more valid scores)</p> <ul style="list-style-type: none"> ■ 100 or more students with valid scores <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ 50 or more students with valid scores who make up at least 15 percent of the total valid scores <p>Note: A school or LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.</p>
<p>Subgroups used in AYP calculations include:</p>	<ul style="list-style-type: none"> ■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged ■ English Learners ■ Students with Disabilities
<p>“Socioeconomically Disadvantaged” is defined as:</p>	<ul style="list-style-type: none"> ■ A student whose parents both have not received a high school diploma <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

Definitions of Subgroups Used in AYP (continued)

"English Learner" is defined as:	<ul style="list-style-type: none"> ■ English learner <li style="text-align: center;">OR ■ Reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the CST in ELA for three years after being reclassified
"Student with Disabilities" is defined as:	<ul style="list-style-type: none"> ■ A student who receives special education services and has a valid disability code <li style="text-align: center;">OR ■ A student who previously received special education services within the last two years

Reclassified Fluent-English-Proficient Students

In calculating AYP for the English learner (EL) subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored at the proficient or above level on the CST in ELA for three years are included in calculating the participation rate and AMOs for the EL subgroup. However, RFEP students are not counted when determining whether the EL subgroup meets the minimum group size to be numerically significant. For example, a school with 150 EL valid scores and 50 RFEP valid scores would have a numerically significant EL subgroup because 150 is above the required 100 valid scores to be numerically significant (as defined on the previous page). The calculation of the school's percent proficient, however, would be based on 200 valid scores, which includes EL and RFEP student results.

For AYP calculations, RFEP student records that are blank in the section indicating whether the student scored at the proficient or above level on the CST in ELA for three years will be considered a "yes." This means that an RFEP student with a blank in that data field will not count in the EL subgroup.

English Learners First Enrolled in United States Schools

The results of ELs who were first enrolled in United States (U.S.) schools for less than a year before testing are not included in the count of valid scores or in the count of proficient or above. The definition of "the year English learners are first enrolled in United States schools" for 2007 AYP compares the date first enrolled to the date when most students have yet to start STAR Program testing, which was determined to be March 15, 2007. Any EL with an enrolled date after March 15, 2006, is considered as enrolled in a U.S. school less than a year before STAR Program or CAHSEE testing and is not included in the count of valid scores or the count of proficient or above. (These students, however, are not excluded from the AYP participation rate.)

Students with Disabilities Subgroup Scores

The CDE will include the scores in the SWD subgroup of students who were previously identified under Section 602(3) of the *Individuals with Disabilities Education Act* (IDEA) but who are no longer receiving special education services for up to two years from exiting these services. Any student record with a Special Education Exit Date after March 15, 2005, is considered to have received special education services within the past two years and will be included in the SWD subgroup. These students, however, will not count in determining whether or not the SWD subgroup meets the minimum group size to be numerically significant for the school or LEA.

Alternative Methods

The NCLB Act of 2001 requires that all schools be included in AYP reporting. Not all schools contain grades or results for which AYP data are collected. A number of alternate methodologies to combine and report data, therefore, were required in 2007 to ensure all schools and LEAs receive an AYP report.

Only schools and LEAs with 2007 STAR Program results in grades two through eight and/or CAHSEE results in grade ten were processed for participation rates, percent proficient, and API according to the standard procedures. Other schools and LEAs were evaluated using alternative methodologies.

Only schools and LEAs with 2007 graduation rates (Class of 2005–06) had the graduation rates calculated using standard procedures. High schools without 2007 graduation rates or high schools with the primary mission of returning students to the regular classroom in a comprehensive high school were evaluated using alternative methodologies.

Alternative Methods Descriptions

- **AJ = Adjustment for students with disabilities:** If a school or LEA does not make AYP in mathematics in 2007 solely due to its students with disabilities subgroup not making the AMO, 20 percentage points were added to the school's or LEA's percent proficient in mathematics for this subgroup. This alternative method was also applied to grade span calculations on the LEA 2007–08 PI Report when applicable.
- **CA = County average, DA = District average:** For schools with no results on tests used in AYP calculations or no graduation rate (if applicable), calculations were based on the school district averages. If no school district values are available, county-wide averages were used.
- **CI = Passed using confidence intervals:** Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology.
- **CK = CAPA and CAHSEE only:** Schools with CAPA and CAHSEE but no CST results have APIs based only on CAPA and CAHSEE.
- **CP = CAPA only:** Schools with CAPA but no CST results have APIs based only on CAPA.
- **EN = Enrollment less than 50:** Schools or LEAs with less than 50 students enrolled do not have participation rate criteria, and "Yes" is shown for schoolwide or LEA-wide in the "Met 2007 AYP Criteria" column on the report.

- **ER = Enrollment 50 to 99:** Small schools and LEAs with 50 to 99 students enrolled have slightly adjusted participation rate criteria to account for the small numbers. Schools or LEAs with 50 students enrolled met participation rate criteria by having at least 47 students tested. Schools or LEAs with between 51 and 99 students enrolled met participation rate criteria by having a schoolwide or LEA-wide participation rate of at least 95 percent, but the rate was rounded up to the nearest whole number.
- **G1 = Grade 11 only:** High schools without grade ten CAHSEE results and grade nine CST results but with grade eleven CST results based on at least 95 percent tested on CST Math have participation rates and percent proficient based on grade eleven CST results.
- **G9 = Grade 9 only:** High schools without grade ten CAHSEE results but with grade nine CST results have participation rates and percent proficient based on grade nine CST results.
- **KC = CAHSEE only:** Schools with CAHSEE but no CST or CAPA results have APIs based only on CAHSEE.
- **OT = Other:** In very rare cases, special calculations may have been required due to unique situations.
- **PS = Pair and share:** California testing begins in grade two. For schools with only kindergarten and/or grade one, the scores for the schools to which these students matriculate were used. This is also referred to as "pairing and sharing." For schools that do not supply pair and share data, the school district or county values are used (CA or DA).
- **PX = Proxy graduation rate:** For traditional comprehensive high schools with no graduation rates, a proxy graduation rate was calculated based on the school's available CBEDS dropout and enrollment data for grades 9–11.
- **SH = Passed by Safe Harbor:** The school, LEA, or subgroup met the criteria for Safe Harbor, which is an alternate method of meeting the AMO if a school, LEA, or subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.
- **UE = Passed by One Point Growth:** The school had under eleven valid scores in one or both years but made at least one point growth in the API.
- **Y2 = Passed by using 2-year average:** Schools, LEAs, or subgroups that have not met 2007 AYP participation rate or percent proficient (AMO) criteria using a one-year formula met the participation rate or AMO using a two-year formula.
- **Y3 = Passed by using 3-year average:** Schools, LEAs, or subgroups that have not met 2007 AYP participation rate or percent proficient (AMO) criteria using a one- or two-year formula met the participation rate or AMO using a three-year formula.

Note: The original data for the school, LEA, or subgroup are shown on the 2007 AYP Report, even though the alternative method is used, unless the school, LEA, or subgroup had no results for enrollment, valid scores, and/or graduation rate. In those cases, the alternative data are shown on the report.

The Alternative Methods Descriptions listed on the previous pages may apply to one or more of the four areas of AYP requirements (participation rate, AMO, API, graduation rate). The following chart shows which methods apply to each of the four areas.

Alternative Methods Codes

Alternative Methods	Participation Rates	AMOs	APIs	Graduation Rates
AJ = Adjustment for students with disabilities		NSS		
CA = County average		SL	SL	SL
CI = Passed using confidence intervals		SL	SL	
CK = CAPA and CAHSEE only			SL	
CP = CAPA only			SL	
DA = District average	SL	SL	SL	SL
EN = Enrollment less than 50	SL/NSS			
ER = Enrollment 50 to 99	SL/NSS			
G1 = Grade 11 only	SL/NSS	SL/NSS		
G9 = Grade 9 only	SL/NSS	SL/NSS		
KC = CAHSEE only			SL	
OT = Other	SL/NSS	SL/NSS	SL	SL
PS = Pair and share		SL	SL	
PX = Proxy graduation rate				SL
SH = Passed by Safe Harbor		SL/NSS		
UE = Passed by one point growth			SL	
Y2 = Passed by using 2-year average	SL/NSS	SL/NSS		
Y3 = Passed by using 3-year average	SL/NSS	SL/NSS		

SL = Schoolwide or LEA-wide

NSS = Numerically significant subgroup

AYP Appeals Process

An LEA on its own behalf or on behalf of its schools may appeal the 2007 AYP results that are shown on the August 31, 2007, AYP Report. A separate appeal form must be submitted for the LEA and each school.

The results of an AYP appeal could impact the Program Improvement (PI) status of any Title I-funded school or LEA that will potentially enter, advance in, or exit from PI in 2007–08. Therefore, it is essential that LEAs submit all appeals by the deadline of September 17, 2007. Schools or LEAs making an appeal will remain in the same AYP and PI status as reported on August 31, 2007, until final decisions are reached on all appeals.

Criteria for Appeals of the 2007 AYP Determination

Appeals of the 2007 AYP determination will be accepted for the following reasons:	
A. Substantive reason	<ul style="list-style-type: none"> An example would be a natural disaster that prevented the LEA from administering the applicable assessment. Supporting documentation should establish the unique character of the substantive reason.
B. Medical emergency	<ul style="list-style-type: none"> A significant medical emergency prevented the student from taking the originally scheduled state assessment(s) as well as the make-up assessment(s) used for establishing AYP (STAR for grades two through eight, CAHSEE for grade ten, CAPA for grades two through eight and ten), and the schoolwide and/or numerically significant subgroup participation rate has been affected.
C. Pair and share	<ul style="list-style-type: none"> The AYP determination was based on results from other students, schools, or LEAs. (The AYP was based on pairing and sharing the results of other schools or of the school district or county in which the school is located.) In this instance, the LEA or school will have to submit test results or other data that are a more valid measure of the LEA's or school's performance than the information that appears on the 2007 AYP Report.

Appeals must be filed with the Policy and Evaluation Division at the California Department of Education (CDE) by 5:00 p.m. on September 17, 2007. Appeal results will be incorporated into the revised 2007 AYP reports planned for release in October 2007.

Each appeal must include appropriate documentation supporting the appeal criteria and a detailed description of the issue and how its resolution would modify the AYP determination. Failure to submit appropriate documentation will result in denial of the appeal.

Questions about the AYP appeals process may be directed to the CDE's Evaluation, Research, and Analysis Unit at (916) 319-0875 or by e-mail at evaluation@cde.ca.gov.

Charter Schools

NCLB Requirements

Charter schools that are part of a local educational agency (LEA) (locally funded charter schools) and charters that are their own LEA (direct-funded charter schools) are subject to the same Adequate Yearly Progress (AYP) requirements of the NCLB Act of 2001 that apply to all public schools. If the charter school receives Title I funds, the Program Improvement (PI) accountability provisions under Section 1116 of Title I, Part A, also apply.

2007 AYP Report Rules

Although a direct-funded charter school is considered to be its own LEA (California *Education Code* Section 47636(a)(1)), the school is treated as a **school** for Title I purposes and receives the school report only. In addition, a direct-funded charter school is subject to the PI provisions that apply to **schools** and not LEAs.

For direct-funded charter schools with no valid test scores for assessments used in AYP calculations, the school is assigned the percent proficient results of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

Direct-funded comprehensive charter high schools that do not have appropriate graduate data for calculating a standard 2007 graduation rate (e.g., first-year schools) receive a proxy graduation rate, calculated from their CBEDS dropout and enrollment data. The method of calculating a proxy graduation rate is described on page 28.

Direct-funded charter high schools with a primary mission of returning students to a regular classroom in a comprehensive high school (e.g., a charter continuation high school) have their 2007 graduation rates assigned as the graduation rate of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

AYP results from direct-funded charter schools will not be counted in the AYP results of the sponsoring school district or county office of education.

The CAPA 1.0 percent cap (described in the next section) applies to LEAs, including direct-funded charter schools.

CAPA in AYP and API

California Alternate Performance Assessment (CAPA)

In response to federal requirements of the Individuals with Disabilities Education Act (IDEA), Amendments of 1997, and, subsequently, the NCLB, California developed an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications. A student's Individualized Education Program (IEP) specifies whether the student should take the CAPA. Students taking the CAPA work toward achieving selected state academic standards using alternate student learning expectations to measure their progress.

The CAPA was administered statewide for the first time in spring 2003 as part of the STAR Program. The alternate assessment population is made up of a relatively small number of students with significant cognitive disabilities. In California, less than one percent of the total number of students take the CAPA.

CAPA in AYP

In August 2003, the ELA and mathematics assessments used for 2003 AYP reporting included the CAPA, grades two through eight and grade ten. In AYP calculations, the CAPA performance level value the student receives is the value that is used to establish whether the student scored at the proficient or above level for AYP reporting. That value replaces a CST performance level value for the student with a CAPA score. The CAPA is not treated as a separate test for accountability because students who take the CAPA take an "alternate" to the CSTs. The same basic calculation rules used for the CST also apply to the CAPA. For grade ten, the CAPA scores are used in addition to CAHSEE results.

CAPA in API

In March 2004, the CAPA, grades two through eleven, was added as an indicator to the 2003 Base API. Similar to AYP calculations, the CAPA performance level value the student receives is the value that is used in API calculations (advanced, proficient, basic, below basic, or far below basic). The CAPA performance level value replaces a CST performance level value for the student who has a CAPA score. This is why the addition of CAPA into the API does not change the API test weights. The same basic test weights and calculation rules used for the CST also apply to the CAPA.

CAPA 1.0 Percent Cap for LEAs

On December 9, 2003, federal regulations were adopted that set a cap of 1.0 percent on the percentage of students in LEAs, including direct-funded charter schools, whose scores can be counted as proficient or above based on an alternate assessment using alternate achievement standards. The alternate assessment used in California is the CAPA. This cap may be exceeded in cases where the LEA provides adequate justification to the state. Absent an exception, proficient or advanced level scores above the cap must be counted as not proficient in AYP calculations.

All LEAs were notified in July 2007 of the process to apply for an exception. The deadline for applying for an exception was August 3, 2007. Exception requests are reviewed and processed by the CDE. **The official AYP determination of LEAs that are over the 1.0 percent cap is not included in the August 2007 release of the 2007 AYP reports. This information will be provided in the October 2007 update of the reports.**

Questions about calculating the 1.0 percent cap should be addressed to the Academic Accountability Unit (AAU) of the Policy and Evaluation Division at (916) 319-0863 or by e-mail at aaucde@ca.gov. Questions regarding the application for exception to the 1.0 percent cap should be addressed to Meredith Cathcart, Special Education Consultant, in the Assessment, Evaluation, and Support Unit of the Special Education Division at (916) 327-3702.

Background Information (continued)

II. Federal Accountability: Program Improvement

School Accountability

LEA Accountability

School Accountability

Identification of Schools for PI

The NCLB Act of 2001 requires that all schools annually meet Adequate Yearly Progress (AYP) criteria. Schools that receive Title I, Part A, Basic, funds will be identified for Program Improvement (PI) if they do not meet AYP criteria for two consecutive years in specific areas. The PI requirements of NCLB do not apply to schools that do not receive Title I, Part A, Basic funds. NCLB requirements for PI schools can be found on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

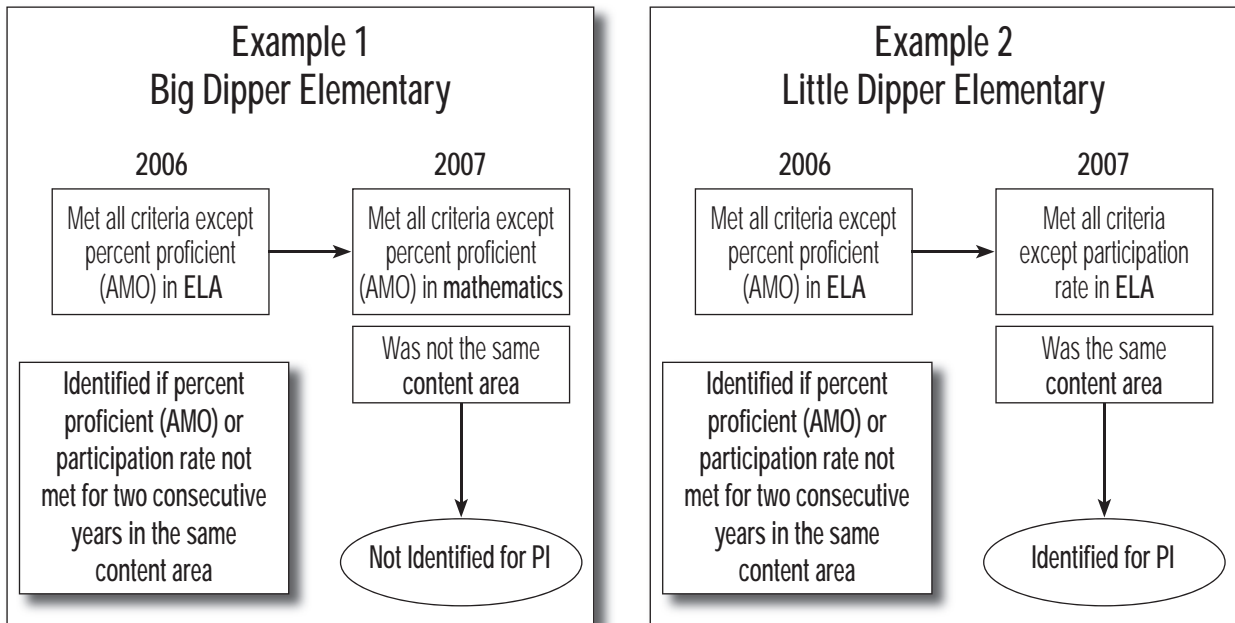
Local educational agencies (LEAs) have the primary responsibility to identify PI schools and to notify parents or guardians of students enrolled in the school of the school's PI status. LEAs should identify Title I schools as either PI or not PI based on (1) the August 31, 2007, AYP results, (2) the 2007–08 PI identification criteria shown in the table below, and (3) the examples on the following page. The 2007–08 PI status of schools (and LEAs) based on 2006 and 2007 AYP results may be confirmed by consulting the 2007–08 PI Report on August 31, 2007.

There is no distinction between a Targeted Assistance School (TAS) and a Schoolwide Program (SWP) school in PI identification. The following table shows the 2007–08 PI identification criteria for Title I schools.

2007–08 PI Identification Criteria for Title I Schools

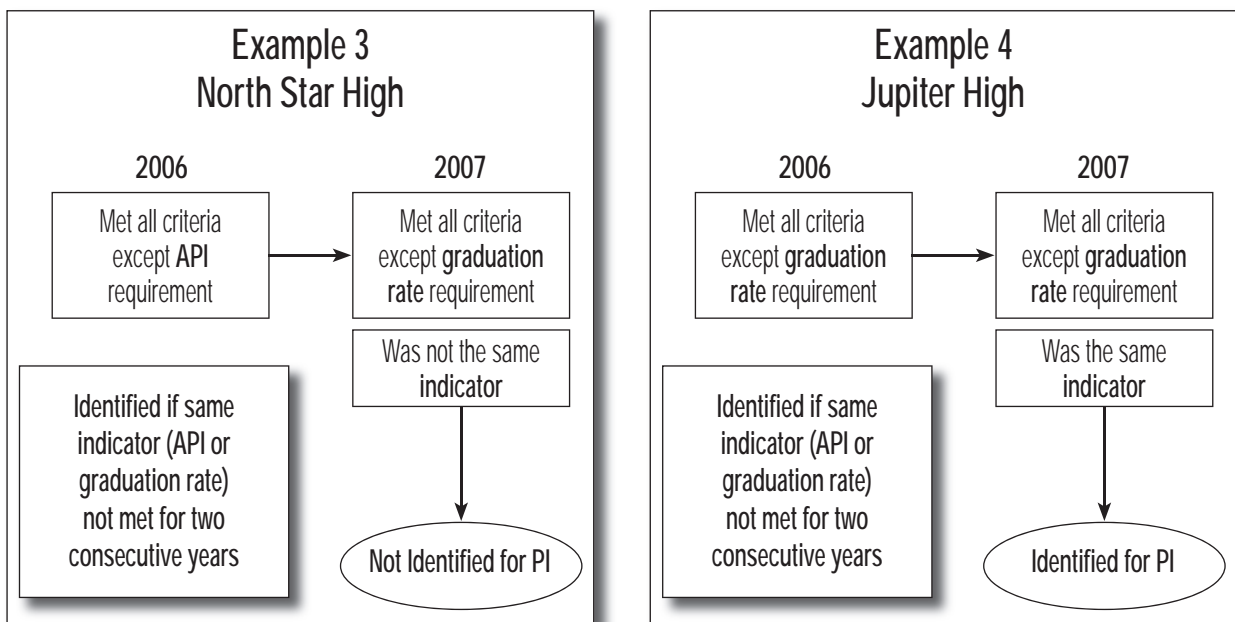
<p>A Title I school will be identified for PI when, for each of two consecutive years, the school:</p>	<ol style="list-style-type: none"> 1. Does not make AYP in the same content area (English-language arts or mathematics) (schoolwide or any numerically significant subgroup) <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. Does not make AYP on the same indicator (API or graduation rate) (schoolwide)
--	---

Four Examples of PI Identification of Title I Schools Content Area



AMO = Annual Measurable Objective
ELA = English-language arts

Indicator



Schools Already in PI

Three options for schools that have been identified for PI are as follows:

Advancing in PI

A school that begins the school year in PI and does not meet all AYP criteria for that school year will advance to the next year of PI. For example, a school that implemented Year 1 of PI during the 2006–07 school year and did not meet all 2007 AYP criteria will advance to Year 2 of PI during 2007–08. This school must continue the interventions that began during Year 1 and begin those interventions required in Year 2.

Maintaining PI Status

A school that begins the school year in PI and meets all AYP criteria for that school year will maintain the same PI status for the next school year. For example, a school that implemented Year 1 of PI during the 2006–07 school year and met all 2007 AYP criteria will maintain Year 1 of PI during 2007–08. This school must continue to offer the interventions begun during Year 1.

Exiting PI

A school will exit PI if it makes AYP for two consecutive years. A school exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

Changes to PI Status

Each year, various data review and correction processes are provided for LEAs to correct demographic data errors that occur as part of statewide testing and the subsequent reporting of accountability data. The CDE revises the accountability reports after it receives demographic corrections from the test publisher. In addition, updates and corrections to accountability reports also occur due to other reasons, such as late testing by LEAs, appeal decisions, or other testing and accountability processes. The CDE notifies each school and LEA of any changes to the API and AYP reports, including updates to PI status information. The following describes regularly scheduled updates to the PI status information for 2007–08:

October 2007	AYP reports updated to incorporate STAR Program data changes for late testing LEAs, CAHSEE data corrections made in August, appeal and exception decisions, and CAPA reallocations
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PI status information updated following revision of AYP reports

February 2008 AYP reports updated to incorporate additional data corrections made through the test publisher

PI status information updated following revision of AYP reports

Note: Some schools or LEAs may be identified for PI after the August 31, 2007, release. In these cases, the school or LEA must immediately implement the required PI activities. In addition, the school or LEA will advance to the next year of PI in the 2008–09 school year if it does not make AYP in 2008.

LEA Accountability

Identification of LEAs for PI

NCLB Section 1116 (c)(3) requires the CDE to annually review the performance of each LEA receiving Title I, Part A, Basic funds. The CDE must then identify for PI any LEA that has not made AYP for two consecutive years in specific areas. The requirements of NCLB to identify LEAs for PI do not apply to LEAs that do not receive Title I, Part A, Basic funds. NCLB requirements for PI LEAs can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Currently, school districts, direct-funded charter schools, and county offices of education are LEAs that are eligible to receive Title I, Part A, Basic funds. However, single school districts and direct-funded charter schools are treated as schools (not as LEAs) for AYP and PI identification purposes. For these school districts and charter schools, refer to information about school PI identification, which is provided on pages 43 to 46.

PI information for LEAs is included in the 2007–08 PI reports released on August 31, 2007.

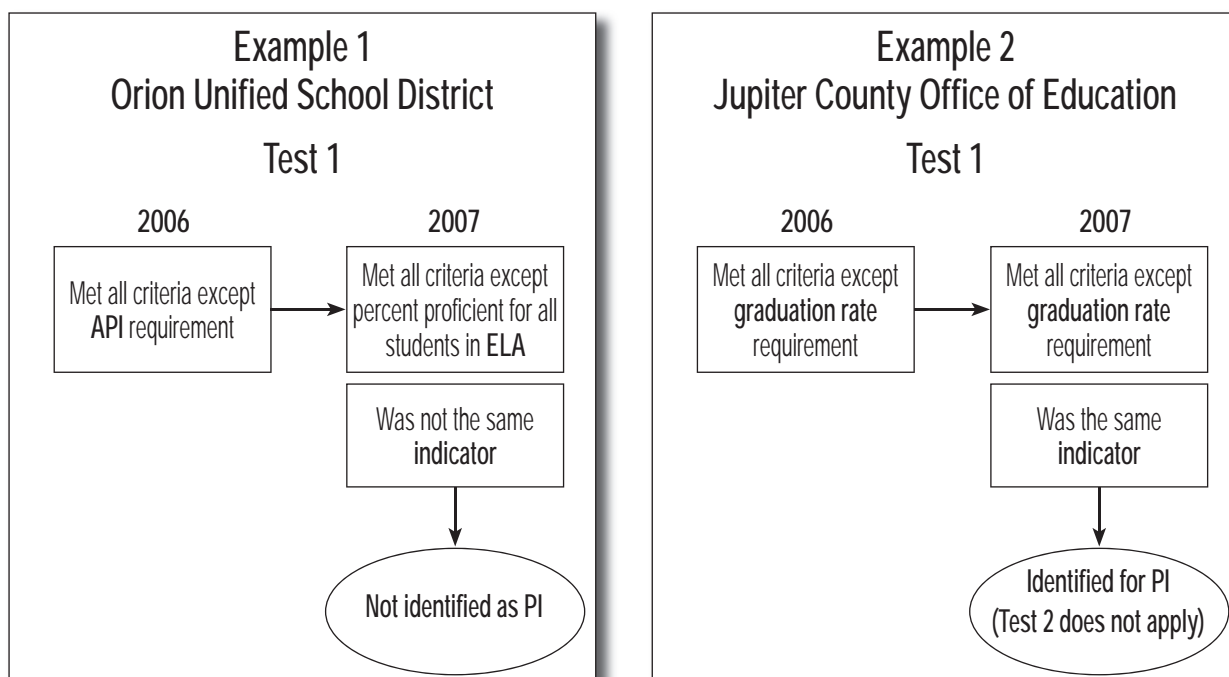
2007–08 PI Identification Criteria for Title I LEAs

<p>An LEA receiving Title I, Part A, Basic funds will be identified for PI status when, for each of two consecutive years, the LEA</p>	<ul style="list-style-type: none"> ■ Does not make AYP in the same content area (English-language arts [ELA] or mathematics) AND does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ Does not make AYP on the same indicator (API or graduation rate for high school students)
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Four Examples of PI Identification of Title I LEAs

Identifying LEAs for PI is a two-step test. First, test 1 is applied. Under test 1, achievement data of LEAs that receive Title I funds are aggregated to the LEA level to determine which LEAs missed AYP in the same content area or on the same additional indicator for two consecutive years. LEAs that made all AYP criteria or missed some AYP criteria over two consecutive years (but not for the same indicators) would not be identified for PI, as shown in example 1. In this case, test 2 would not apply. LEAs that missed the same additional indicator criteria for two consecutive years are identified for PI, as shown in example 2. In this case, test 2 also would not apply.

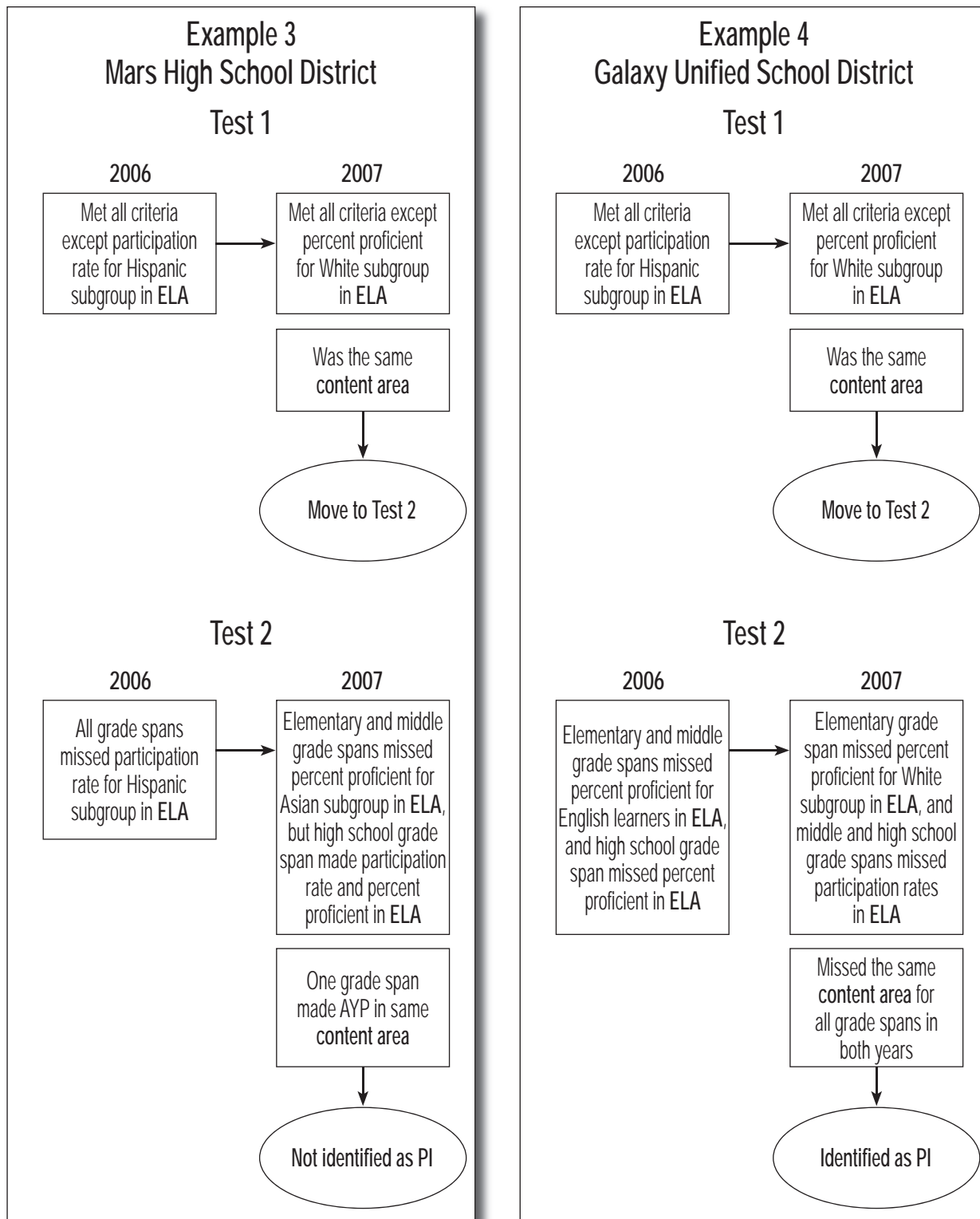
Indicator



Examples 1 and 2 show LEAs that did not require test 2. The following page, however, shows examples 3 and 4 in which test 2 is applied. Example 3 illustrates an LEA that missed the same content area (ELA) for two consecutive years. In this case, the process moves from test 1 to test 2. Under test 2, the LEA results are disaggregated by grade spans. LEAs that missed some content area criteria, but not for all grade spans, over two consecutive years are not identified for PI, as shown in example 3. LEAs that missed the content area criteria are identified for PI if all grade spans missed AYP in the same content area for two consecutive years, as shown in example 4.

The AMO targets for grade spans two through five and six through eight are the same as those used for elementary and middle schools (shown on page 13). The AMO targets for grade ten are the same as those used for high schools (shown on page 14).

Content Area



LEAs Already in PI

Similar to schools identified for PI, LEAs that are identified for PI have three options: advancing in PI, maintaining PI status, and exiting PI. The grade span criteria only is applied when initially identifying LEAs for PI and is not applied when determining if LEAs advance in their PI status, maintain their PI status, or exit PI.

Advancing in PI

An LEA that begins the school year in PI and does not meet all AYP criteria for that school year will advance to the next year of PI status. For example, an LEA that implemented Year 1 of PI during the 2006–07 school year and did not meet all 2007 AYP criteria will advance to Year 2 of PI during 2007–08. This LEA must continue to implement the plan developed in Year 1.

Maintaining PI Status

An LEA that begins the school year in PI and meets all AYP criteria for that school year will maintain the same PI status for the next school year. For example, an LEA that implemented Year 1 of PI during the 2006–07 school year and met all 2007 AYP criteria will maintain Year 1 status during 2007–08. This LEA must continue to implement the plan developed in Year 1.

Exiting PI

An LEA will exit PI if it makes AYP for two consecutive years. An LEA exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

Changes to PI Status

Each year, various data review and correction processes are provided for LEAs to correct demographic data errors that occur as part of statewide testing and the subsequent reporting of accountability data. The information regarding changes to school PI status described on pages 45 and 46 also applies to changes to LEA PI status.

Background Information (continued)

III. Sample Internet Reports for 2007 Adequate Yearly Progress

List of Schools

County List of Schools

LEA List of Schools

LEA Report

APR Summary

AYP Overview

AYP Chart

AYP Report

PI Report

PI Grade Span Report

School Report

APR Summary

AYP Overview

AYP Chart

AYP Report

PI Report

Sample Internet Reports for 2007 Adequate Yearly Progress

This section contains sample 2007 AYP and 2007–08 PI reports to illustrate the types of information and formats provided in the reports. The reports can be accessed on the CDE Web site at <http://www.cde.ca.gov/apr/>. Examples of the reports are provided on pages 54 through 68.

County and LEA Lists of Schools

The Lists of Schools (shown on pages 54 and 55) provide a summary of selected AYP information for each school within an LEA and each school and LEA within a county. Lists are accessed through the CDE DataQuest, an online tool for a user to find facts about California schools, school districts, and county offices of education.

Both the County and LEA List of Schools contain the following information about each school or LEA:

- Whether 2007 AYP criteria were met
 - For all components
 - For ELA Participation Rate and AMO
 - For Mathematics Participation Rate and AMO
 - For the API indicator
 - For the Graduation Rate indicator
- PI Status of the school or LEA

LEA and School Level Reports

The LEA and School Level reports for 2007 have the same structure as the 2006 reports. The navigation bar across the top of the page allows users to easily move between results for the state API, federal AYP, and federal PI requirements. The selection bars at the top right side of the report above the navigation bar allow users to navigate different types of AYP and PI reports. The LEA and School Level reports are divided into five sections:

- The **Summary Report** (shown on pages 56 and 63) contains the key state and federal overall results for 2007 that is provided in the List of Schools report. For AYP, information on both participation rate and percent proficient is provided within each content area.

- The **AYP** section on the navigation bar contains an **Overview**, **Chart**, and **Report**. The first link is to the **Overview**. The **AYP Overview** (shown on pages 57 and 64) contains data showing whether the school or LEA met all AYP criteria and met criteria in each of four AYP areas (participation rate, percent proficient, API as additional indicator, and graduation rate). Participation rate and percent proficient results for subgroups are also provided.
- The **AYP Chart**, accessed through the selection bar at the top right side of the AYP reports, contains the actual percent proficient results for the school overall and for all subgroups in a bar chart format. The AYP Charts are shown on pages 58 and 65.
- The **AYP Report**, accessed through the selection bar, provides detailed results for each of the four areas (participation rate, percent proficient, API as additional indicator, and graduation rate). The AYP reports are shown on pages 59 through 60 and 66 through 67.
- The **PI** section on the navigation bar contains a **PI Status** report, which shows the PI status of an LEA or school. Additionally, LEAs receive **PI Status and Grade Spans** reports that show whether each grade span (two to five, six to eight, and ten) met AYP criteria in ELA and mathematics for 2006 and for 2007. These reports are provided to determine whether the LEA is identified for PI. The LEA PI report is shown on pages 61 and 62, and the school PI report is shown on page 68.

Statewide Data Files

The data files of statewide AYP and PI results are provided in both DBF and ASCII text formats and are downloadable from the Internet at <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>. Record layout, data definitions, and download instructions are also provided.

Sample Internet Reports

County List of Schools

2006–07 Accountability Progress Reporting (APR)



County List of Schools

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

County: Orion
County Code: 98

API County List of Schools

(API = Academic Performance Index)

	Met 2007 Criteria for:					PI Status
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
<u>POLARIS UNIFIED</u>	No	No	No	Yes	Yes	Year 1
<u>Elementary Schools</u>						
<u>Big Dipper Elementary</u>	No	No	No	Yes	N/A	Year 2
<u>Jupiter Elementary</u>	No	Yes	No	Yes	N/A	Not in PI
<u>Sunrise Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>Middle Schools</u>						
<u>Mercury Middle</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>Milky Way Middle</u>	No	No	No	No	N/A	Year 3
<u>High Schools</u>						
<u>North Star High</u>	No	No	No	Yes	Yes	Not in PI
<u>Small Schools</u>						
<u>Little Dipper Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>ASAM Schools</u>						
<u>Pluto Community Day</u>	No	No	No	Yes	N/A	Not in PI
<u>SATURN UNIFIED</u>	Yes	Yes	Yes	Yes	Yes	Not in PI
<u>Elementary Schools</u>						
<u>Mars Elementary</u>	Yes	Yes	Yes	Yes	Yes	Not in PI
<u>Pluto Elementary</u>	Yes	Yes	Yes	Yes	Yes	Not in T1

Sample Internet Reports

Local Educational Agency (LEA) List of Schools

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) List of Schools

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

AYP LEA Report
APR LEA Summary
API LEA List of Schools
API County List of Schools
AYP County List of Schools

(An LEA is a school district or county office of education.)

(API = Academic Performance Index)

	Met 2007 Criteria for:					PI Status
	All Components	English- Language Arts	Mathematics	API	Graduation Rate	PI Status
<u>Polaris Unified</u>	No	No	No	Yes	Yes	Year 1
<u>Elementary Schools</u>						
<u>Big Dipper Elementary</u>	No	No	No	Yes	N/A	Year 2
<u>Jupiter Elementary</u>	No	Yes	No	Yes	N/A	Not in PI
<u>Sunrise Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>Middle Schools</u>						
<u>Mercury Middle</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>Milky Way Middle</u>	No	No	No	No	N/A	Year 3
<u>High Schools</u>						
<u>North Star High</u>	No	No	No	Yes	Yes	Not in PI
<u>Small Schools</u>						
<u>Little Dipper Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>ASAM Schools</u>						
<u>Pluto Community Day</u>	No	No	No	Yes	N/A	Not in PI

Sample Internet Reports

LEA APR Summary Report—Unified School District

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Summary 2006–07 APR

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

California Department of Education
Policy and Evaluation Division
August 31, 2007

2006–07 APR Links:

Base API LEA List of Schools
Base API County List of Schools
Growth API LEA List of Schools
Growth API County List of Schools
AYP LEA List of Schools
AYP County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

2006 Base API	2007 Growth API	Growth in the API from 2006 to 2007
741	743	2

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

English-Language Arts

Mathematics

Met AYP Criteria

Participation Rate
Percent Proficient

No
No

No
No

API - Additional Indicator for AYP
Graduation Rate

Yes
Yes

Program Improvement (PI)

PI Status:

In PI

Sample Internet Reports

LEA AYP Overview—Unified School District

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Overview

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

2007 AYP and PI links:

LEA Chart
LEA Report
LEA PI Status and Grade Spans
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 27 of 34 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	No	No
Percent Proficient	No	No
Academic Performance Index (API) - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	

Met 2007 AYP Criteria

GROUPS

	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
LEA-wide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	Yes	Yes	Yes	Yes
American Indian or Alaska Native	--	--	--	--
Asian	Yes	Yes	Yes	Yes
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes
English Learners	Yes	Yes	No	No
Students with Disabilities	No	No	No	No

Sample Internet Reports

LEA AYP Chart—Unified School District

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Chart

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

2007 AYP and PI Links:

LEA Overview
LEA Report
LEA PI Status and Grade Spans
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met AYP Criteria:

Participation Rate

Percent Proficient

Academic Performance Index (API) - Additional Indicator for AYP

Graduation Rate

English-Language Arts

No

No

Yes

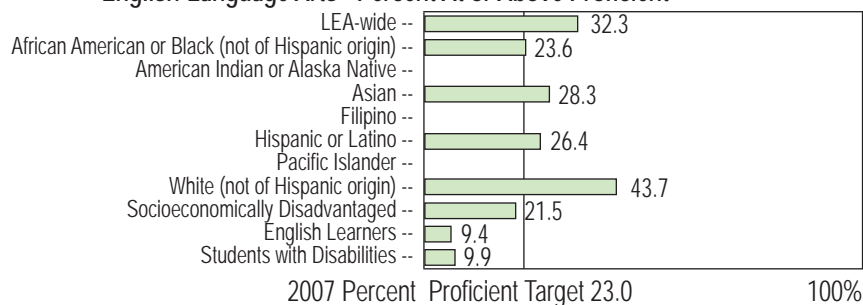
Yes

Mathematics

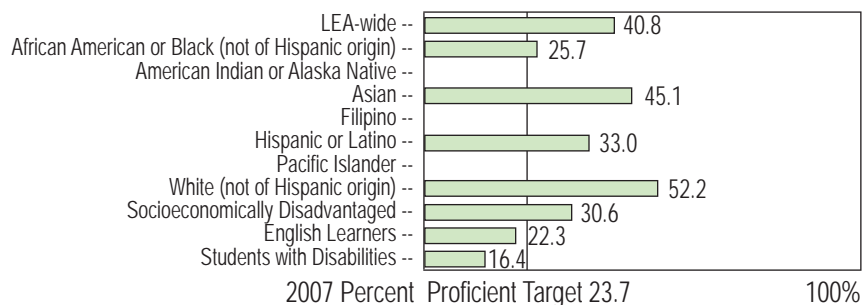
No

No

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Sample Internet Reports

LEA AYP Report—Unified School District

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Report

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

2007 AYP and PI links:

LEA Overview
LEA Chart
LEA PI Status and Grade Spans
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 27 of 34 AYP Criteria

California Alternate Performance Assessment (CAPA)

	Percent Proficient and Above	Above 1.0	Exception Approved
English-Language Arts	0.7	No	N/A
Mathematics	0.7	No	N/A

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2007 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2007 AYP Criteria	Alternative Method
GROUPS										
LEA-wide	6,637	6,469	97	Yes		6,637	6,459	97	Yes	
African American or Black (not of Hispanic origin)	580	562	97	Yes		580	533	92	Yes	Y3
American Indian or Alaska Native	45	43	96	--		45	43	96	--	
Asian	868	853	98	Yes		868	852	98	Yes	
Filipino	83	82	99	--		83	81	98	--	
Hispanic or Latino	2,872	2,788	97	Yes		2,872	2,795	97	Yes	
Pacific Islander	18	18	100	--		18	18	100	--	
White (not of Hispanic origin)	2,108	2,063	98	Yes		2,108	2,056	98	Yes	
Socioeconomically Disadvantaged	3,490	3,380	97	Yes		3,490	3,385	97	Yes	
English Learners	1,328	1,288	97	Yes		1,328	2,348	94	Yes	Y2
Students with Disabilities	724	619	86	No		724	629	87	No	

Note: Under the "Alternative Method" column in the "Participation Rate" section, the 2007 AYP criterion may be met by using the Alternative Method. For example, Y2 = Passed by using a 2-year average and Y3 = Passed by using a 3-year average. However, only the 1-year rate is printed in the "Rate" column. A list of Alternative Method descriptions and codes is shown on pages 35 to 37 of this guide.

Sample Internet Reports

LEA AYP Report—Unified School District (continued)

2006–07 Accountability Progress Reporting (APR)

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 23.0% Met all percent proficient criteria? No					Mathematics Target 23.7% Met all percent proficient criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method
LEA-wide	5,930	1,919	32.3	Yes		5,911	2,416	40.8	Yes	
African American or Black (not of Hispanic origin)	491	108	21.9	Yes	Y2	481	105	21.8	Yes	Y3
American Indian or Alaska Native	36	7	19.4	--		36	12	33.3	--	
Asian	789	224	28.3	Yes		789	356	45.1	Yes	
Filipino	69	37	53.6	--		68	48	70.5	--	
Hispanic or Latino	2,556	676	26.4	Yes		2,557	846	33.0	Yes	
Pacific Islander	11	3	27.2	--		11	6	54.5	--	
White (not of Hispanic origin)	1,949	853	43.7	Yes		1,942	1,015	52.2	Yes	
Socioeconomically Disadvantaged	2,999	645	21.5	No		2,999	919	30.6	Yes	
English Learners	1,174	111	9.4	No		1,173	262	22.3	No	
Students with Disabilities	594	59	9.9	No		601	99	16.4	No	

Academic Performance Index (API) - Additional Indicator for AYP

2006 Base API	2007 Growth API	2006–07 Growth	Met 2007 API Criteria	Alternative Method
741	743	2	Yes	N/A

2007 API criteria for meeting federal AYP: A minimum "2007 Growth API" score of 590 OR "2006-07 Growth" of at least one point.

Graduation Rate

Rate for 2006, Class of 2004-05	Rate for 2007, Class of 2005-06	Change	Average 2-Year Change	Met 2007 Graduation Rate Criteria	Alternative Method
79.5	81.6	2.1	0.0	Yes	N/A

2007 Graduation Rate criteria: A "Rate for 2007" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

Note: Under the "Alternative Method" column in the "Percent Proficient" section, the 2007 AYP criterion may be met by using the Alternative Method. For example, Y2 = Passed by using a 2-year average and Y3 = Passed by using a 3-year average. However, only the 1-year rate is printed in the "Rate" column. A list of Alternative Method descriptions and codes is shown on pages 35 to 37 of this guide.

Sample Internet Reports

LEA PI Report—Unified School District

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Report - PI Status and Grade Spans

2007–08 Program Improvement (PI) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

2007 AYP and PI links:

LEA Overview
LEA Chart
LEA Report
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

PI Status:

PI Placement 2007-08: Year 1
Prior PI Placement: Not in PI
First Year of PI Implementation: 2007-08

Met Adequate Yearly Progress (AYP) Criteria

	English-Language Arts	Mathematics	Academic Performance Index (API)	Graduation Rate
2006	No	Yes by appeal	Yes	Yes
2007	No	No	Yes	Yes

Met Grade Span Criteria

	English-Language Arts	Mathematics	Grade Span Reports
2006	Grades 2-5	No	Grades 2-5
	Grades 6-8	No	Grades 6-8
	Grade 10	No	Grade 10
2007	Grades 2-5	No	Grades 2-5
	Grades 6-8	No	Grades 6-8
	Grade 10	No	Grade 10

Sample Internet Reports

LEA PI Grade Span Report—Unified School District

2006–07 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Report
2007 Grade Span Report - Grades 2-5
2007-08 Program Improvement (PI) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

2007 AYP and PI links:

[LEA PI Status and Grade Spans](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

2007 Participation Rate - Grade Span 2-5

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment	Number of	Rate	Met 2007 AYP Criteria	Alternative Method	Enrollment	Number of	Rate	Met 2007 AYP Criteria	Alternative Method
	First Day of Testing	Students Tested				First Day of Testing	Students Tested			
LEA-wide	2,212	2,156	97	Yes		2,212	2,153	97	Yes	
African American or Black (not of Hispanic origin)	193	187	97	Yes		193	185	96	Yes	
American Indian or Alaska Native	15	15	100	--		15	15	100	--	
Asian	289	284	98	Yes		289	284	98	Yes	
Filipino	28	28	99	--		28	28	100	--	
Hispanic or Latino	957	929	97	Yes		957	932	97	Yes	
Pacific Islander	6	6	100	--		6	6	100	--	
White (not of Hispanic origin)	703	688	98	Yes		703	685	98	Yes	
Socioeconomically Disadvantaged	1,163	1,127	97	Yes		1,163	1,163	100	Yes	
English Learners	443	429	97	Yes		443	443	100	Yes	
Students with Disabilities	241	220	91	No		241	215	89	No	

2007 Percent Proficient - Annual Measurable Objectives (AMOs) - Grade Span 2-5

GROUPS	English-Language Arts Target 24.4% Met all percent proficient criteria? No					Mathematics Target 26.5% Met all percent proficient criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method
LEA-wide	1,977	670	33.8	Yes		1,970	815	41.3	Yes	
African American or Black (not of Hispanic origin)	164	49	29.8	Yes		160	44	27.5	Yes	
American Indian or Alaska Native	12	3	25.0	--		12	3	25.0	--	
Asian	263	105	39.9	Yes		263	109	41.4	Yes	
Filipino	23	9	39.1	--		23	17	73.9	--	
Hispanic or Latino	852	185	21.7	No		852	283	33.2	Yes	
Pacific Islander	4	--	--	--		4	--	--	--	
White (not of Hispanic origin)	650	264	40.6	Yes		647	342	52.8	Yes	
Socioeconomically Disadvantaged	1,000	218	21.8	No		1,000	301	30.1	Yes	
English Learners	391	39	9.9	No		391	92	23.5	No	
Students with Disabilities	198	28	14.1	No		200	35	17.5	No	

This sample report shows the LEA's Program Improvement 2007 grade span report for grades two through five. The 2007 report also includes separate reports of grades six through eight and of grade ten in the same format. The 2006 report provides three separate reports for 2006 for these grade spans in the same format.

Sample Internet Reports

School APR Summary Report—Elementary School

2006–07 Accountability Progress Reporting (APR)



School Summary 2006-07 APR

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

2006-07 APR Links:

Base API LEA List of Schools
Base API County List of Schools
Growth API LEA List of Schools
Growth API County List of Schools
AYP LEA List of Schools
AYP County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

2006 Base API	2007 Growth API	Growth in the API from 2006 to 2007
777	787	10

Met 2006–07 API Growth Targets:

Schoolwide	Yes
Comparable Improvement	No
Both	No

Schools that do not have a valid 2006 Base API will not have any growth or target information.

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

English-Language Arts

Mathematics

Met AYP Criteria

Participation Rate
Percent Proficient

Yes
No

Yes
No

API - Additional Indicator for AYP
Graduation Rate

Yes
N/A

Program Improvement (PI)

PI Status:

In PI

Sample Internet Reports

School AYP Overview—Elementary School

2006–07 Accountability Progress Reporting (APR)



School Overview

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

2007 AYP and PI links:

School Chart
School Report
School PI Status
LEA List of Schools
County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 16 of 21 AYP Criteria:

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API) - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Met 2007 AYP Criteria

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	Yes	Yes	No	No
Students with Disabilities	--	--	--	--

Sample Internet Reports

School AYP Chart—Elementary School

2006–07 Accountability Progress Reporting (APR)



School Chart

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

2007 AYP and PI Links:

School Overview
School Report
School PI Status
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met AYP Criteria:

Participation Rate
Percent Proficient
Academic Performance Index (API) - Additional Indicator for AYP
Graduation Rate

English-Language Arts

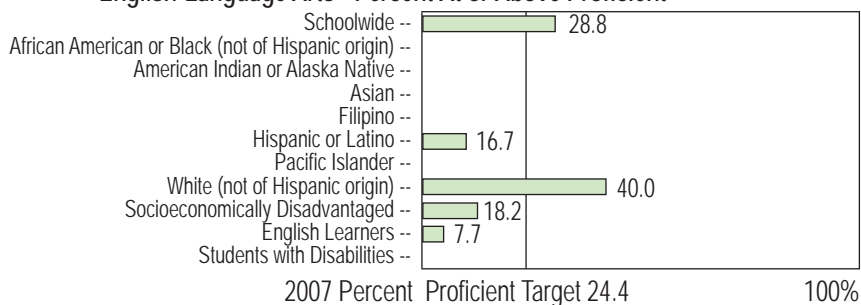
Yes
No

Mathematics

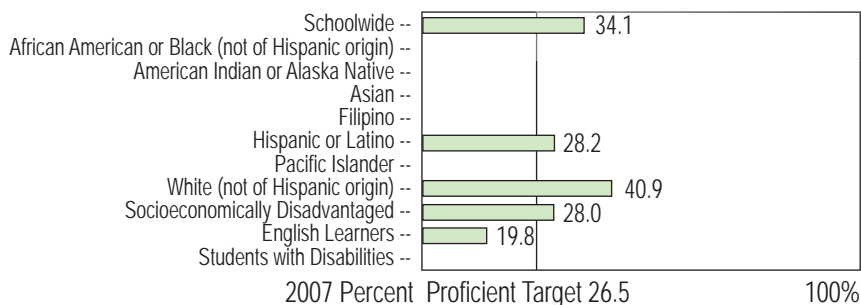
Yes
No

Yes
N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Sample Internet Reports

School AYP Report—Elementary School

2006–07 Accountability Progress Reporting (APR)



School Report

2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

2007 AYP and PI links:

School Overview
School Chart
School PI Status
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP Criteria: No

Met 16 of 21 AYP Criteria

Participation Rate

English-Language Arts
Target 95%
Met all participation rate criteria? Yes

Mathematics
Target 95%
Met all participation rate criteria? Yes

GROUPS

Schoolwide

African American or Black (not of Hispanic origin)
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Pacific Islander
White (not of Hispanic origin)
Socioeconomically Disadvantaged
English Learners
Students with Disabilities

Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2007 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2007 AYP Criteria	Alternative Method
490	460	94	Yes	<u>Y2</u>	490	460	94	Yes	<u>Y2</u>
38	32	84	--		38	33	87	--	
4	3	75	--		4	3	75	--	
61	60	98	--		61	61	98	--	
5	5	100	--		5	5	100	--	
212	208	98	Yes		212	208	98	Yes	
0	0	--	--		0	0	--	--	
159	147	93	Yes	<u>Y3</u>	159	149	94	Yes	<u>Y3</u>
323	303	94	Yes	<u>Y2</u>	323	303	94	Yes	<u>Y2</u>
126	125	99	Yes		126	125	99	Yes	
68	54	79	--		66	55	83	--	

Note: Under the "Alternative Method" column in the "Participation Rate" section, the 2007 AYP criterion may be met by using the Alternative Method. For example, Y2 = Passed by using a 2-year average and Y3 = Passed by using a 3-year average. However, only the 1-year rate is printed in the "Rate" column. A list of Alternative Method descriptions and codes is shown on pages 35 to 37 of this guide.

Sample Internet Reports

School AYP Report—Elementary School (continued)

2006–07 Accountability Progress Reporting (APR)

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 24.4% Met all percent proficient criteria? No					Mathematics Target 26.5% Met all percent proficient criteria? No				
	<u>Valid Scores</u>	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	<u>Alternative Method</u>	<u>Valid Scores</u>	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	<u>Alternative Method</u>
Schoolwide	428	99	23.1	Yes	<u>Y2</u>	427	146	34.1	Yes	
African American or Black (not of Hispanic origin)	25	4	16.0	--		25	4	16.0	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	59	17	28.8	--		59	24	40.6	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	191	32	16.7	No		191	54	28.2	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	145	58	40.0	Yes		144	59	40.9	Yes	
Socioeconomically Disadvantaged	280	51	18.2	No		280	73	26.0	No	
English Learners	116	9	7.7	No		116	23	19.8	No	
Students with Disabilities	52	7	13.4	--		52	8	15.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2006 Base API	2007 Growth API	2006–07 Growth	Met 2007 API Criteria	Alternative Method
777	787	10	Yes	N/A

2007 API criteria for meeting federal AYP: A minimum "2007 Growth API" score of 590 OR "2006-07 Growth" of at least one point.

Graduation Rate

Rate for 2006, Class of 2004-05	Rate for 2007, Class of 2005-06	Change	Average 2-Year Change	Met 2007 Graduation Rate Criteria	Alternative Method		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2007 Graduation Rate criteria: A "Rate for 2007" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

Note: Under the "Alternative Method" column in the "Percent Proficient" section, the 2007 AYP criterion may be met by using the Alternative Method. For example, Y2 = Passed by using a 2-year average and Y3 = Passed by using a 3-year average. However, only the 1-year rate is printed in the "Rate" column. A list of Alternative Method descriptions and codes is shown on pages 35 to 37 of this guide.

Sample Internet Reports

School PI Report—Elementary School

2006–07 Accountability Progress Reporting (APR)



School Report - PI Status

2007-08 Program Improvement (PI) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

2007 AYP and PI links:

School Overview
School Chart
School Report
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

PI Status:

2007-08 PI Placement: Year 2
Prior PI Placement: Year 1
First Year of PI Implementation: 2006–07
Made 2007 Adequate Yearly Progress (AYP): No

Appendixes

Inclusion/Exclusion Rules

Definitions of Numbers Enrolled, Tested,
Valid Scores, and Percent Proficient or Above

California Department of Education Contacts and Related Internet Sites

Glossary of Terms and Acronyms

Inclusion/Exclusion Rules

Prior to calculating the Academic Performance Index (API) or Adequate Yearly Progress (AYP), decisions are necessary to determine how to include, exclude, or account for test scores or records to be used in the calculations. These inclusion/exclusion rules are applied prior to calculating the API or AYP and do not affect the test score a student receives. The inclusion/exclusion rules for API, AYP, Standardized Testing and Reporting (STAR) Program, or California High School Exit Examination (CAHSEE) reporting do not always match.

Rules for including, excluding, or accounting for student records in AYP calculations are integrally related to the process of defining the data elements used in the calculation. For the AYP, the primary data elements are the number enrolled, the number tested, the number of valid scores, and the number of proficient and above. The tables on the following pages define these data elements for the 2007 AYP. The inclusion/exclusion rules are explained within the context of the data element definitions.

Student records with a valid district of residence code and a valid disability code (other than 000) are calculated with the district of residence for LEA accountability **if** the school of attendance (normal county-district-school code) is a special education school.

Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) or Enrollment (CAHSEE)		Number Tested		Number Valid Scores		Number Proficient or Above	
Columns:	A		B		C		D	
Level of Calculation:	School or LEA		School or LEA for ELA and mathematics separately		School or LEA for ELA and mathematics separately		School or LEA for ELA and mathematics separately	
Calculation for Grades 2–8 California Standards Test (CST) or California Alternate Performance Assessment (CAPA)	Enrollment first day of testing = Number of 2007 Standardized Testing and Reporting (STAR) Program student answer documents, grades 2–8 SUBTRACT <u>Students not enrolled or unmatched records</u> <ul style="list-style-type: none"> Students who moved before test was given (Code M) Unmatched California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) records, grade 3 Unmatched CST writing tests or writing only tests, grades 4 and 7 For schools and school subgroups, students enrolled after first day of testing (Code L), unless the record indicates the student was continuously enrolled in the school since the California Basic Educational Data System (CBEDS) date For LEAs and LEA subgroups, students enrolled after first day of testing (Code L), unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date Students with medical emergencies		Number tested = Enrollment on first day of testing (results of Column A) SUBTRACT <u>Untested students</u> <ul style="list-style-type: none"> For CST, student records with 0 items attempted, unless students sat for test CAPA records with 0 items scored Students tested with modification 		Number valid scores = Number tested (results of Column B) SUBTRACT <u>Mobile students</u> <ul style="list-style-type: none"> For schools, student records that show student was not continuously enrolled in the school since the CBEDS date For LEAs, student records that show student was not continuously enrolled in the LEA since the CBEDS date New English learners <ul style="list-style-type: none"> English learners who were first enrolled in a United States school after March 15, 2006 		Number proficient and above = Number of valid scores (results of Column C) that have a performance level of proficient or advanced ADJUSTMENTS <u>Irregularities</u> <ul style="list-style-type: none"> Results of records marked as testing irregularity are counted as not proficient for the content area marked. No performance level <ul style="list-style-type: none"> Results of records counted as tested but without a valid performance level are counted as Not Proficient for the content area. 	

ELA = English-language arts

LEA = local educational agency (school district or county office of education)

Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) or Enrollment (CAHSEE)	Number Tested	Number Valid Scores	Number Proficient or Above
Calculation for Grade 10 California High School Exit Examination (CAHSEE)	<p>Enrollment = Sum of all census 2007 CAHSEE student answer documents for grade 10, except for May test dates</p> <p>SUBTRACT <u>Previously passed</u></p> <ul style="list-style-type: none"> Student records marked as previously passed (Code R) <p><u>Previously tested</u></p> <ul style="list-style-type: none"> Student records marked as previously tested (Code T) <p><u>Students with medical emergencies</u></p> <ul style="list-style-type: none"> Student records marked as medical emergency (Code E) <p>ADJUSTMENTS <u>Census and Make-Ups</u></p> <ul style="list-style-type: none"> If a record has no census or make-up flag, it is treated as census. If a school has no February/March records marked as census, then all records are treated as census. All CAHSEE make-up records are matched to absent census records or adjustments are made. May census records are not included in the enrollment or the number tested. All other make-up records are excluded. 	<p>Number tested = Enrollment (results of Column A)</p> <p>SUBTRACT <u>Untested</u></p> <ul style="list-style-type: none"> Student records coded as Absent (Code A) Student records coded as Did Not Attempt (Code X), unless one or more questions were answered <p><u>Modifications</u></p> <ul style="list-style-type: none"> Student records showing testing with modifications (Code I) are not counted. <p>ADD <u>Make-Ups</u></p> <ul style="list-style-type: none"> Student records that indicate a March or May make-up exam and tested and are matched to an absent census record <p><u>California Alternate Performance Assessment (CAPA)</u></p> <ul style="list-style-type: none"> Student records with a valid disability code marked as taking the CAPA are not included since only the CAPA result will be counted as tested. 	<p>Number valid scores = Number tested (results of Column B)</p> <p>SUBTRACT <u>Mobile students</u></p> <ul style="list-style-type: none"> For schools, student records that show student was not continuously enrolled in the school since the CBEDS date For LEAs, student records that show student was not continuously enrolled in the LEA since the CBEDS date <p><u>New English learners</u></p> <ul style="list-style-type: none"> English learners who were first enrolled in a United States school after March 15, 2006 	<p>Number proficient and above = Number valid scores (results of Column C) that have a proficient or above on grade 10 CAHSEE</p> <p>ADJUSTMENTS <u>Irregularities/Pending/Not Attempted</u></p> <ul style="list-style-type: none"> Student records marked as testing irregularity (Code H), as pending (Code I), or as not attempted (Code Z) are counted as Not Proficient for the content area marked.

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Proficient or above on the CAHSEE is an ELA scale score of **at least** 380 or a mathematics scale score of **at least** 380.

Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) or Enrollment (CAHSEE)	Number Tested	Number Valid Scores	Number Proficient or Above
Calculation for Grade 10 California Alternate Performance Assessment (CAPA)	<p>Enrollment first day of testing =</p> <p>Number of California High School Exit Examination (CAHSEE) census student answer documents, grade 10 (use CAHSEE definitions on previous page)</p> <p>The number of grade 10 CAPA student answer documents is not used to establish enrollment.</p>	<p>Number tested =</p> <p>Number of CAPA student answer documents, grade 10, with one or more questions answered or marked as present with no questions answered</p>	<p>Number valid scores =</p> <p>Number tested (results of Column B)</p> <p>SUBTRACT</p> <p><u>Mobile students</u></p> <ul style="list-style-type: none"> For schools, student records that show student was not continuously enrolled in the school since the CBEDS date For LEAs, student records that show student was not continuously enrolled in the LEA since the CBEDS date <p><u>New English learners</u></p> <ul style="list-style-type: none"> English learners who were first enrolled in a United States school after March 15, 2006 	<p>Number proficient and above =</p> <p>Number valid scores (results of Column C) that have a performance level of proficient or advanced</p> <p>ADJUSTMENTS</p> <p><u>Irregularities</u></p> <ul style="list-style-type: none"> Results of records marked as testing irregularity are counted as not proficient for the content area marked. <p><u>No performance level</u></p> <ul style="list-style-type: none"> Results of records counted as tested but without a valid performance level are counted as Not Proficient for the content area.
Schools and LEAs with grade spans that contain both Grade 8 and Grade 10	Sum of both grades 2–8 and 10 results			

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NOTES:

For AYP, participation rate is the results of Column B divided by Column A, and percent proficient is the results of Column D divided by Column C.

LEA totals should exclude enrollment numbers and test results from direct-funded charter schools that share county-district codes with LEAs.

Students with Disabilities (SWD)

The California Department of Education (CDE) will include the scores in the SWD subgroup of students who were previously identified under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) but who are no longer receiving special education services for up to two years from exiting these services. These students, however, will not count in determining whether or not the SWD subgroup is numerically significant for the school or LEA.

California Department of Education

Contacts and Related Internet Sites

Topics	Contact Offices	Web Sites
PSAA and NCLB Title I Accountability <ul style="list-style-type: none"> NCLB Title I Accountability requirements, AYP Appeals, and Accountability Workbook API and AYP Calculation 	<p>Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov</p> <p>Evaluation, Research, and Analysis Unit (916) 319-0875 evaluation@cde.ca.gov</p> <p>Academic Accountability Unit (916) 319-0863 aau@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/ac/pa/</p> <p>http://www.cde.ca.gov/ta/ac/ay/ http://www.cde.ca.gov/nclb/sr/sa/wb.asp</p> <p>http://www.cde.ca.gov/ta/ac/ap/ http://www.cde.ca.gov/ta/ac/ay/</p>
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> NCLB Requirements for Program Improvement Technical Assistance for PI LEAs and Schools 	<p>School and District Accountability Division</p> <p>Title I Policy and Accountability Office (916) 319-0854 pi@cde.ca.gov</p> <p>District and School Program Coordination (916) 319-0833 dspcunit@cde.ca.gov</p>	<p>http://www.cde.ca.gov/nclb/ http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</p> <p>http://www.cde.ca.gov/sp/sw/rt/</p>
NCLB Title III Accountability	<p>Language Policy and Leadership Office (916) 319-0845 amao@cde.ca.gov</p>	http://www.cde.ca.gov/sp/el/t3/acct.asp
Graduation Rate for NCLB and Corrections of Graduation Rate and Dropout Data	<p>Educational Demographics Unit (916) 327-0219 eddemo@cde.ca.gov</p>	<p>http://dq.cde.ca.gov/dataquest/ http://www.cde.ca.gov/ds/si/ds/certpolicy.asp</p>
Statewide Assessments <ul style="list-style-type: none"> STAR Program – CST, CAT/6 Survey, and CAPA CAHSEE 	<p>Standards and Assessment Division (916) 445-9441</p> <p>Standardized Testing and Reporting (STAR) Program Office (916) 445-8765 star@cde.ca.gov</p> <p>High School Exit Examination Office (916) 445-9449 cahsee@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/tg/ http://www.cde.ca.gov/ta/tg/sr/ http://www.cde.ca.gov/ta/tg/sr/capa.asp</p> <p>http://www.cde.ca.gov/ta/tg/hs/</p>

California Department of Education

Contacts and Related Internet Sites

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Topics	Contact Offices	Web Sites
Low Performing Schools <ul style="list-style-type: none"> • High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • School Assistance and Intervention Teams (SAIT) 	School Improvement Division (916) 319-0830 High Priority Schools Office (916) 324-3236 Intervention Assistance Office (1) Judy Sinclair (916) 324-3350 (2) Cathryn Huser (916) 319-0236	http://www.cde.ca.gov/ta/lp/ http://www.cde.ca.gov/ta/lp/hp/ http://www.cde.ca.gov/ta/lp/iu/ http://www.cde.ca.gov/ta/lp/cs/ http://www.cde.ca.gov/ta/lp/sml/
API Awards Programs	Policy and Evaluation Division Awards Unit (916) 319-0866 awards@cde.ca.gov	http://www.cde.ca.gov/ta/ac/pa/awards.asp
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	Secondary, Postsecondary and Adult Leadership Division Educational Options Office (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564 (Rose Loyola) RLoyola@cde.ca.gov	http://www.cde.ca.gov/ta/ac/am/
Special Education Programmatic Issues Related to Assessment	Special Education Division Assessment, Evaluation, and Support Office (916) 445-4628	http://www.cde.ca.gov/sp/se/
Charter Schools Issues	Charter Schools Division (916) 322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Glossary of Terms and Acronyms

Additional Indicator	The federal NCLB Act of 2001 requires that each state adopt an additional indicator for AYP that is in addition to the mandatory indicators of percent proficient (AMOs), participation rates, and graduation rates for schools that enroll high school students. California has chosen to use the API as the additional indicator. The API criteria for federal AYP requirements are different from the API criteria for state requirements. (Also see “API.”)
AMAOs	Annual Measurable Achievement Objectives (AMAOs) are performance objectives, or targets, that LEAs receiving NCLB Act Title III subgrants must meet each year for its English learners. All LEAs receiving a Title III subgrant are required to meet two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT).
AMOs	The Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments in ELA and mathematics used for calculating AYP under Title I requirements of the federal NCLB Act. The AMOs increase so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above.
API	The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of public schools. The API also functions as an additional indicator for AYP, but the federal AYP target requirements for the API are different from the state target requirements.
APR	The CDE reports both state API and federal AYP results under the general heading of “Accountability Progress Reporting” (APR). The 2006–07 APR includes the 2006 Base API Report, released in March 2007, and the 2006 Growth API Report, 2007 AYP Report, and 2007–08 Program Improvement (PI) Report, all of which are released in August 2007.
ASAM	Schools in the Alternative Schools Accountability Model (ASAM) include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). ASAM schools must apply for ASAM status. The ASAM is a state-only alternative to the API and is not used in meeting federal AYP requirements.

AYP	Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their Adequate Yearly Progress (AYP) toward the federal goal that all students perform at the proficient or above level in English-language arts (ELA) and mathematics by 2014. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as an additional indicator, and graduation rate (if applicable).
CAHSEE	Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. There are two parts to the CAHSEE: ELA and mathematics. The CAHSEE is included in API and AYP calculations.
CAPA	The California Alternate Performance Assessment (CAPA), part of the STAR Program, is an alternate assessment for students with significant cognitive disabilities who cannot participate in the CSTs, even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA in ELA and mathematics is included in API and AYP calculations.
CAT/6 Survey	As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the SBE is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics and is not aligned with California content standards. The CAT/6 Survey is included in API calculations.
CBEDS	The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."
CDE	The California Department of Education (CDE) is the state agency that oversees California's public school system.
CSR Program	The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. The purpose of the CSR Program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientific research and effective practices.

CST	The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA (including student writing in grades four and seven), mathematics, science, and history-social science are used in the API. The CSTs in ELA and mathematics are used in AYP calculations. The CSTs are aligned to state-adopted content standards that describe what students should know and be able to do in each grade and subject tested.
Direct-Funded Charter Schools	A direct-funded charter school is an LEA but is considered a school (rather than an LEA) for API and AYP reporting purposes.
ED	The United States Department of Education (ED) is the agency that administers federal education programs, including the requirements of the NCLB Act of 2001.
EL	An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the Home Language Survey.
ELA	This item refers to the content area of English-language arts (ELA).
Grade or Grade Level	“Grade” or “grade level” refers to the grade level in which a student is enrolled. The “test grade level” is the grade level of the test taken by a student.
Graduation Rate	NCLB requires that a graduation rate be used for AYP as an indicator for all schools and LEAs that enroll high school students. A four-year completion rate is used as the calculation of the graduation rate for AYP reports. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period.
HPSGP	The High Priority Schools Grant Program (HPSGP) provides assistance to the lowest performing schools (API state ranks 1–5) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school’s progress.
II/USP	The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California’s low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school’s progress.

LEA	A local educational agency (LEA) is a term used to designate a school district or county office of education. A direct-funded charter school is considered an LEA under state and federal law, but is treated as a school for API and AYP purposes.
LEP	A limited-English-proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student also is referred to as an English learner (EL).
NCLB	The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic content standards for proficiency in ELA and mathematics by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal.
Numerically Significant Subgroups	<p>Numerical significance refers to subgroups in schools or LEAs with 100 or more students enrolled or tested or 50 or more students enrolled or tested who make up at least 15 percent of all students. Subgroups include the following groups for API and AYP:</p> <ul style="list-style-type: none"> ■ African American or Black (not of Hispanic Origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic Origin) ■ Socioeconomically Disadvantaged ■ English Learners ■ Students with Disabilities <p>RFEPs are not counted in determining numerical significance for the EL subgroup. Also, a subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information.</p>
Participation Rate	The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of its students in every content area to have a valid API. In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.

PI	Program Improvement (PI) is a formal designation for Title I-funded schools and LEAs that do not make AYP for two consecutive years in specific areas. Title I funds are federal funds provided under the NCLB Act of 2001. There are required services and/or interventions that schools and LEAs must implement during each year they are in PI. A school will exit PI when it makes AYP for each of two consecutive years.
PSAA	The Public Schools Accountability Act (PSAA) of 1999 established California's state accountability system requirements. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve non-traditional student populations (the Alternative Schools Accountability Model or ASAM). Currently, the state budget does not include funding for the awards program.
QEIA	On September 29, 2006, the Governor signed Senate Bill (SB) 1133 (Chapter 751 of 2006). The legislation established the Quality Education Investment Act (QEIA) of 2006. The QEIA provides approximately \$3 billion which authorized school districts and other local educational agencies to apply for funding for elementary, secondary and charter schools that are ranked in either decile 1 or 2 as determined by the 2005 Base API.
RFEP	A reclassified fluent-English-proficient (RFEP) student is one whose primary language is something other than English and who was reclassified from English learner to fluent-English-proficient based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA.
SBE	The California State Board of Education (SBE) is the policy-determining body of the CDE. The SBE sets kindergarten through grade twelve education policy in the areas of standards, curriculum, instructional materials, assessment, and accountability.
STAR	The Standardized Testing and Reporting (STAR) Program is California's primary statewide testing program. The current STAR Program has five components: the CAT/6 Survey; the CSTs; the Standards-based Tests in Spanish (STS); the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3); and the CAPA, an assessment related to the California content standards that is designed to assess the performance of students with significant cognitive disabilities.

Title I School

A Title I school receives federal Title I funds. Title I, Part A, of the NCLB Act of 2001 is the largest federal program supporting elementary and secondary education. This program is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state content standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. Title I schools that do not make AYP may face NCLB corrective actions.

Title III

Title III of the NCLB provides supplemental funding to LEAs to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. Title III accountability includes two annual measurable achievement objectives (AMAOs) for increasing the percentage of ELs who are developing and attaining English proficiency and a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level.
